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ABSTRACT

This booklet contains suggestions and procedures for identifying, profiling, recruiting, and serving the disadvantaged persons in a given geographic area in Kentucky through vocational education. The five steps/tasks in the model are described in chronological order, namely (1) defining the population (disadvantaged) which will be served, (2) identifying numerically and statistically economic and academic disadvantaged, (3) profiling (surveying and analyzing various special segments of the disadvantaged population), (4) recruiting the disadvantaged to enroll in the educational programs planned for them, and (5) serving the disadvantaged. Discussion of this fifth step emphasizes the three factors that lead to success in providing vocational education to disadvantaged students: providing quality instruction, gaining comprehensive knowledge of the students, and meeting their special needs. Appendixes, amounting to almost three-fourths of the report, include an example analysis of identifying the disadvantaged, a survey questionnaire for use in the profile step of the model, suggestions for training interviewers to survey special segments, and an example analysis of survey responses to show the development of a profile. (YLB)

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MODEL FOR IDENTIFYING, PROFILING, RECRUITING, AND SERVING THE DISADVANTAGED IN KENTUCKY

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COMMONWEALTH OF KENTUCKY
STATE DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION

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MODEL FOR IDENTIFYING, PROFILING, RECRUITING, AND SERVING THE DISADVANTAGED IN KENTUCKY

This booklet contains suggestions and procedures for identifying, profiling, recruiting, and serving the disadvantaged persons in a given geographic area in Kentucky through vocational education. This model approach for reaching the disadvantaged is an important component of Kentucky's response to Title II of the Vocational Education Amendments of 1976. The model is easily replicable and can be used by vocational education regions, schools, and/or centers in finding, describing, recruiting, and serving their disadvantaged populations.

Who are the Disadvantaged? The first task in serving disadvantaged persons in a region or school/center service area is to arrive at a definition of the population which you are seeking to serve. Based on federal law and interpretations of that law, Kentucky's definition of disadvantage is as follows:

> Academically and/or economically disadvantaged persons are those persons who (1) lack reading, writing, or mathematical skills; (2) perform below grade level; (3) family income is at or below poverty level; (4) person, or parent or guardian of the person, is unemployed; (5) person, or parent of person, is recipient of public assistance; or (6) person is institutionalized or under State guardianship.
>
> Further conditions persons must meet to qualify for disadvantaged include: (1) they are unable to enter a regular vocational program because of the effects of the disadvantagement or (2) they show evidence of being unable to succeed in a regular vocational program because of the effects of the disadvantagement and (3) the effects of the disadvantagement are identified by qualified persons. (Kentucky Bureau of Vocational Education, Special Vocational Education Programs Unit, 1980.)

Once there is an agreed upon definition of the disadvantaged to be served through vocational education, the next step is to identify numerically and statistically those who are disadvantaged in a given region or area of service for a school or center.

Identifying the Disadvantaged

The best sources of data for identifying disadvantaged persons in a given geographical area are the U. S. Bureau of the Census, the Kentucky Bureau for Manpower Services, the appropriate area development district, and the Kentucky Bureau of Vocational Education.

Although it is impossible to arrive at a specific number of disadvantaged persons because of duplicative data sets, it is possible to determine the magnitude of the service need through comparative analysis. For example, county by county comparisons within a region can be made by utilizing educational data from the U. S. Census and unemployment data from the Bureau for Manpower Services.

As can be noted from the definition of disadvantaged used in this Model, there are two primary categories of persons. These categories are: (1) economic disadvantaged, and (2) academic disadvantaged. Each of these will be discussed below.

Economic Disadvantaged. It is possible to obtain fairly precise data on the number of persons in a given region who are economically disadvantaged. It is possible from the U. S. Census data to determine the number of families with income below the poverty level, average size of families, total family income, number of persons receiving welfare benefits, and detailed data on unemployment. The most current data on unemployment is available from the Kentucky Bureau for Manpower

Services area offices. Some of these economic data may be available through the local area development district.

Number Below Poverty Level. The U. S. Census data provide the most detailed look at the dimension of poverty as a disadvantage. The most recent data available should be used. It is possible to determine the number of families in a given geographic area who had income at or below the poverty level. Also, the average number of members per family is available which when multiplied times the number of families below the poverty level will yield the total number of disadvantaged persons due to family income level in that area. If the analysis is being made for a region, it will be possible using U. S. Census data to compare county by county of the various poverty level components of the disadvantaged population.

Number Unemployed. The next category of economic disadvantage is the number of persons (or parents or guardians of the persons) who are unemployed. The best source of unemployment data is the Kentucky Bureau for Manpower Services. Area offices of the Bureau for Manpower Services each publish monthly a Labor Force Profile which contains the number of persons unemployed by county and comparative rates of unemployment for various time periods. These data, of course, are very accurate and very current.

In order to look at the unemployment picture in greater detail, the U. S. Census data may be used to give indications on such categories as males and females, various ages, and relationship of unemployment data and educational status.

Number Receiving Welfare. The next category of economic disadvantage is that the persons, or parents of persons, are recipients of public welfare assistance. Using the same U. S. Census table which contains poverty data, the number of people receiving public assistance can be determined by multiplying the number of families receiving public assistance and the average number of members in each family. Other sources of data include the Bureau for Manpower Services and the Bureau for Social Insurance.

Number Institutionalized. The final category of economic disadvantage is that of persons institutionalized or under state guardianship. This generally includes those individuals who are in penitentiaries, jails, or mental institutions. In Lyon County, Kentucky, for example, the inmate population at Eddyville State Penitentiary would fall in this category. The most accurate, current data are available institution by institution and the director of each institution must be contacted.

Data Comparisons. Each of the above categories of economic disadvantage will yield a given number for a geographic area. Some disadvantaged persons will appear in two or more of the above categories. It is not possible to arrive at one number which can be used as the number of disadvantaged. However, it is possible to determine the relative magnitude of the problem in a given area by comparing those data to regional, state, or national data.

Academic Disadvantaged. Identifying the number of disadvantaged who are academically disadvantaged is much more difficult to do precisely than is identifying the number economically disadvantaged.

In fact, the number of those who are disadvantaged academically has to be supposed indirectly from other data. As it is not possible to test an entire given geographic population to determine if its members lack basic reading, writing, or mathematical skills, or if they perform below the grade level, then these data must be estimated from other data. Again, it is possible, however, to project the relative magnitude of the number of academically disadvantaged for a given geographic area.

The best sources of data projecting the number of academically disadvantaged are data available in the U. S. Census. It is possible from the U. S. Census to determine the persons who could be deemed disadvantaged from the following data: percent of 14 to 17 years of age in school, median school years completed for those 25 years and over, years of school completed for selected age groups (males 20 to 49 years old, and females 15 to 44 years old) and the number of people who had English as a second language.

From these various sets of data in the U. S. Census, it is possible to suppose a number in each category who likely are at some academic disadvantage. For example, if a person has not graduated from high school it can be supposed he/she is educationally disadvantaged under any reasonable standard. In Kentucky, there are large numbers of individuals who are academically disadvantaged.

Identifying Numbers of Disadvantaged. An example approach to identifying numbers of disadvantaged persons in a geographic area is given in Appendix A-1. Following this approach it is possible to establish the number of disadvantaged in given categories, i. e., unemployed, income below poverty level, those with language barriers, etc. As well, it is possible to indicate the relative magnitude of the number disadvantaged in a given geographic area by comparing that area to other comparable geographic areas.

Profiling Special Segments of the Disadvantaged Population

Once the disadvantaged population has been identified statistically and numerically for a region or other geographic area, the next step is to begin a survey and analyses of the various special segments of that population. Those analyses can permit descriptions of sub-groups in a manner to assist vocational educators in effectively recruiting and serving given components of the disadvantaged population. Examples of special segments are the various groupings of unemployed persons, those receiving welfare, school dropouts, those below the poverty level, those confined to prisons, etc.

Obtaining the names and addresses of the members of the special segment(s) to be surveyed is most helpful. This permits direct access for comprehensive or random sample surveys as well as permits direct contact for recruiting purposes later on. If names and addresses are not available for members of special segments of the disadvantaged population in a given area, then it would be possible to survey occupants of low income housing units, those visiting public assistance offices, or other such groupings of disadvantaged persons.

The steps in conducting a survey are as follows:

(1) Decide either to randomly sample or to survey the entire special segment's population. If sampling, be sure that the sample is selected in a manner that a statistically valid response can be obtained.

(2) Adapt part or all of the profiling survey questionnaire in Appendix A-2 to your purposes.

(3) Provide training to your interviewers in the conduct of a structured interview. Appendix A-3 contains suggestions for such training.

(4) Conduct the survey interviews and analyze the responses. Appendix A-4 contains an example of how to analyze the responses. (Development of a profile.)

(5) Based on an analysis of projected employment needs (available through your area development district or the Bureau for Manpower Services) and your analysis of the survey results, determine which educational programs will be offered and promoted to the disadvantaged population.

The next step in serving the disadvantaged is to recruit them effectively to enroll in the educational programs which are planned for them. Recruitment of this special population is challenging and calls for a comprehensive effort. Methods of recruiting which have proved effective are reviewed in the next section.

Recruiting the Disadvantaged

"Equal protection" for the disadvantaged in the distribution of educational resources is required by law. This protection has been upheld by the courts, and it has been ruled that unequal access by sub-groups of the population to the public educational resources is unlawful. (Gordon and Shipman, 1979)

Many methods of recruiting have been used to reach disadvantaged persons, but the one factor that stands out in almost all studies is the need for personal contact for truly successful recruitment. "Traditional methods of recruitment (brochures, radio spots, posters) are important, but only as reinforcers for the non-traditional approaches required by the disadvantaged." (Eyster, 1975, p.3)

Overall, the most successful programs use a combination of several different recruitment methods.

For example, the Office of Health Resources Opportunity Digest (Health Resources Administration, 1978) listed several successful programs and their recruiting methods. They included the use of films, lectures, seminars, interviews and counseling programs with high school educators and students as ways of reaching the educationally disadvantaged.

Another illustration of effective recruiting is found in a study dealing with communication with the rural poor, a special category of the disadvantaged. The data showed that the majority of the rural poor regularly read most of the printed materials they received. (Awa, 1976) This study also suggested that the use of newsletters, bulletins, and short pamphlets would be more effective in reaching the rural poor than the use of radio and magazines.

Specific and important findings relating to various components of the recruiting task are reviewed in the following sections.

Contact Persons. Important contact people who can be helpful when trying to recruit the disadvantaged in a community include welfare agencies, state employment agencies, county agents, personnel managers, public school principals, and ministers. (Fox, 1966)

Publicity techniques which have been used in the recruiting process of the Summer Program For Economically Disadvantaged Youth (SPEDY) include: the distribution of posters and fliers, advertisements in newspapers, the use of public service announcements on both radio and television, and the distribution of press releases to newspapers. Furthermore, to attract better publicity and media support for the program, "kick-off" press conferences have been used; and staff members of programs have participated in both talk and youth-oriented television shows. (Ball, et al., 1979) "Despite the extensive publicity, however, personal contact through schools, friends and relatives, and community organizations played a far greater role in recruiting youths into the projects." (Ball, et al., 1979, p. 39)

The SPEDY report noted that media efforts seem likely to have been the main sources for some "word-of-mouth" referrals. Friends and relatives, for example, hearing of the program through the media and encouraging eligible people to participate.

The Message. The publicity must convey a message that encourages an immediate response from the target audience. The message should ask them to phone, write, or visit the appropriate office. Including a name, phone number, and time for calling encourages a response. (Snarr and McCauley, 1979)

Advertising literature must catch the attention of the target audience. If blacks, older people, or women are your target group, they must be the ones pictured in the literature. Original logos, drawings, and cartoons will usually attract attention to the ads. (Snarr and McCauley, 1979)

The message sent must be credible to the target groups. The media selected for use must also be a credible source for the target group. (Weisman, 1973)

Where to Distribute Literature. Any areas where disadvantaged adults are forced to wait for services are good locations to leave recruitment materials, to offer sample information and referral services, and to actively recruit. (Eyster, 1975)

Recruitment efforts should be strategically centered wherever disadvantaged adults gather in the community. Successful recruiting efforts have been stationed in: post offices, recreation centers, laundromats, churches, barber and beauty shops, employment agencies, day care and shopping centers, counseling and medical clinics, and unemployment offices.

General Principles. The National Committee For Children and Youth, in the Experimental and Demonstration Manpower Project For Recruitment, Training, Placement and Followup of Rejected Armed Forces Volunteers in Baltimore, Maryland, and Washington, D.C. (1966), noted that their experiences led them to the following findings and conclusions:

(1) The first contact has a great influence on the holding power of a service agency. This contact is enhanced through immediate and effective service.

(2) A counselor should always be available to the potential student. Waiting for an extended period of time for an interview can result in a person leaving and feeling more discouraged than ever.

(3) An informal recruiting process in which the recruiter attempts to develop some beginning awareness of the youth as an individual is usually more effective than a more formal process in which the recruiter is strictly concerned with data gathering.

(4) Referral agencies tend to be more supportive when they are made to feel that they have an investment in the program. This has been accomplished by frequent and regular contacts with the recruiters and by asking people from the referral agencies to serve as members of an advisory committee.

One point brought out in the Minority Recruitment Manual For Ohio Peace Officers was the importance that recruiters know that jobs actually will exist once the training is complete. "Nothing has a greater chilling effect than to proceed with a program to attract potential applicants and then announce that no jobs are open." (Snarr and McCauley, 1979, p. 39)

The Recruiter. According to the Minority Recruitment Manual For Ohio Peace Officers (1979), the recruiter, to be most effective, should possess a number of qualities. They include: commitment to task, a high acceptance in minority communities (they should be minority members), the ability to communicate with minority members, a complete knowledge of the program for which they are recruiting, and the temperament to withstand non-cooperative attitudes.

The manual also notes that the recruiter needs to communicate with community leaders and representatives of various organizations on a regular basis. He/she should visit local hangouts, such as drugstores, gyms, bowling alleys, and recreation centers. Welfare workers and religious leaders should be contacted regularly by the recruiter. Building linkages within the community can mean improved services for clients, according to a study of the National Program For Selected Population Segments projects. (Employment and Training Administration (DOL), 1979)

The recruiter of the hard-core unemployed faces special problems. The hard-core unemployed person "has been down so long that he cannot believe anything good is meant for him." (Brooks, 1966, p. 381) The recruiter must convince this special group that the training program really has merit, that it is to their advantage to enroll in the program, and that the government, the agency, and everyone involved are really serious about doing something constructive for them. Norfolk State College, in an experiment in training the hard-core unemployed, found that the news media publicity did little to bring in applicants. Local ministers were then contacted to recruit for the program and to distribute a fact sheet about it. The increase in applicants became much larger after this. (Brooks, 1966)

It is important that the recruiter recognize and appreciate the feelings of dependence and powerlessness which are held by the poor. The message that conventional training programs often carry for the poor is "You are ignorant. . . . Come to us. We are superior. . . ." Vocational education or training programs may be offered which are taken to mean: "You are so inferior that you cannot become like me, like us; but we will help you to use your limited potential, little though that happens to be." (Haggstrom, 1966, p. 50)

Recruiting Aimed at Different Levels of Disadvantage. The Appalachian Adult Education Center (AAEC) classifies adults in two ways to aid in planning services for them. Adults are classified by the degree to which they are disadvantaged and by geographical, cultural, and physical characteristics. Four distinct groups have been identified by the AAEC, and they offer suggestions that have been shown to work best for them when recruiting each group.

The groups are:

(1) "Secure and self-directed." These adults did not finish high school, but are financially and personally secure. If they know that services (educational, health, etc.) exist,

they will make use of them. This group is easily recruited through traditional forms of promotion and publicity such as the media.

(2) "Time problems." This group is generally under educated and underemployed, but they still believe in and are willing to use available services. The drawback is that if the service has rigid hours, they cannot use it because of conflicting work and family duties. The media can be used to recruit this group if the services are aired at various times and if the recruitment message relays that the program times are equally flexible.

(3) "One to one." These people are either sporadically employed or critically underemployed. They believe in the benefits of public services, but they need individual attention. This group must be recruited on a one-to-one basis. Media campaigns should be developed to reinforce the personal recruiters' credibility. Any materials used must be easy to read and delivered in person so they can be explained.

(4) "Stationary poor." Even though this group holds the least number of people, the greatest needs are here. A feeling of total hopelessness pervades the entire family and its members are unemployed and unemployable. This group must be reached where they live--personal recruiting is mandatory for any success. (Eyster, 1975)

Recruiting should never totally stop. Even with a successful recruiting effort, erratic participation in educational programs by the disadvantaged is very common, and is often caused by outside factors (such as family problems or a varied work schedule) that have no relation to the quality of service they have been provided with. (Eyster, 1975)

Serving the Disadvantaged

Success in providing vocational education to disadvantaged students once they have been recruited will depend on basically three things:

(1) Providing quality instruction

(2) Gaining comprehensive knowledge of the students

(3) Meeting special needs of the disadvantaged

Quality Instruction. Quality instruction is basic to the success of any vocational education programming. If a program in brick laying is going to be offered, the first prerequisite is to employ an effective teacher of how to lay bricks.

The primary purpose of this report is to assist in enhancing quality instruction through special provisions to meet the needs of disadvantaged students. "Disadvantaged students" means so many different things. Some disadvantaged students may lack money, reading skills, motivation, mathematics capability, transportation, language skills, sufficient food, and/or a combination of these or other limitations to their success.

The next section deals with making a determination of the nature of the disadvantages for any student or group of students.

Comprehensive Knowledge of the Students. A complete profiling of each disadvantaged student must be done prior to serving him or her with instruction. The profiling technique discussed in this report should be utilized at this point if these data are not already available for a given student. This technique will provide preliminary information on academic disadvantage, personal circumstance data, work background, job and job training preferences, and personal likes and dislikes as to work environment, types of work, and work tasks.

Discussing this information with each student starts the building of that knowledge base essential to effective service and later placement.

A trained counselor can provide other, more specific profiling kinds of assistance. For example, appropriate achievement tests can be administered to determine basic educational deficiencies. As well, aptitude tests in given training program areas are necessary. Having a trained counselor available to any vocational education program for the disadvantaged is an absolute necessity.

The last aspect to be discussed in regard to gaining a comprehensive knowledge of the student is that of individual motivation. Some members of the disadvantaged population, such as the hard core unemployed, hold themselves in such low self-esteem and have such poor work habits that without special personal development they are destined to fail in a vocational education training program. The counselor, again, is vital to a determination of the motivational problem, if any, and advice on the remedial steps to attempt to overcome such problems.

The remaining section of this part of the report is devoted to ways in which the research shows vocational educators can meet the special needs of the disadvantaged within training programs.

Meeting the Special Needs of the Disadvantaged. "The ultimate aim of any manpower service program is to help individuals to become independent, productive citizens," according to the National Committee For Children and Youth (1966, p. 11). The disadvantaged person not only requires special recruitment techniques, he also has special problems which must be attended to in and out of the classroom. It is one thing to attract a student into a program and another thing to keep him.

Review of Legal Requirements. The Vocational Act of 1963 redirected vocational educators to provide vocational education to "persons who have academic, socio-economic, or other handicaps that prevent them from succeeding in the regular programs of vocational education." (Wircenski, et al., 1978, p. 6.)

The 1968 Vocational Education Amendments mandated that portions of federal grants be used to meet the needs of the disadvantaged. Furthermore, individuals, rather than groups, were to be identified for special services. (Wircenski, et al., 1978)

Title II of the Vocational Education Amendments of 1976 requires that 30 percent of the basic State grant funds be spent for the needed special services and programs for disadvantaged and handicapped students to allow them the same opportunities as regular students. It also specifies that the funds be matched with State and/or local funds. (RESURGE '79)

The Vocational Education Amendments of 1976 also require that persons of limited English-speaking ability (LESA--a special group of disadvantaged persons) be given equal access to vocational education. This legislation was originated to help eliminate inequitable and discriminatory practices in vocational and other educational programs due to linguistic differences. Adams and Taylor (1979) further state that:

> This mandate has been strengthened by the issuance of guidelines by the Office of Civil Rights, Department of Health, Education and Welfare, which (1) identify areas of continued discriminatory practices in vocational education based upon national origin and linguistic difference and (2) set forth guidelines for remediation of these discriminatory practices. [p. 1]

Teaching the Disadvantaged. In the Teacher Training Institute on Adult Basic Education at Alabama State University in 1971, a task force composed of educators concluded from personal experience that a necessary component of a successful Adult Basic Education student recruitment and retention program in the rural areas was a dedicated teacher with definite commitments to the students. The teacher should be able to:

(1) Relate easily with all types of people

(2) Be concerned with what happens to people

(3) See the class problems from the viewpoint of the learners

(4) Take time to be concerned about the personal problems of the pupils

(5) Be courageous enough to accept people as they are and for what they are

(6) Be able to look at self before attempting to evaluate others

(7) Exercise empathy in dealing with all people regardless of their socio-economic status

The Leadership Training Institute for Public School Adult Basic Education at Florida State University in 1965 offered suggestions to aid the teacher in his/her attempts to retain the disadvantaged learner in vocational education programs. These included:

(1) Utilize home meeting places, when possible

(2) Involve higher level students in helping lower level students

(3) Help students learn practical democratic procedures by having them organize and serve on an advisory committee--with rotating chairmanships and duties

(4) Contact absentees

(5) Provide clerical assistants and teacher aids

(6) Use neighborhood and community teachers to support the program

(7) Establish study groups for help outside class time

(8) Schedule classes in convenient locations with comfortable facilities

(9) Provide for social needs, i.e., form a refreshments committee

(10) Provide evidence of daily progress for sustained motivation

(11) Encourage class self evaluation of progress and teaching methods

(12) Bring in outside materials, books, magazines, and newspapers to reinforce students efforts to learn and grow

(13) Provide on-going guidance and guidance services

(14) Start a class newsletter

(15) Conduct field trips

Field trips have been suggested as an ideal way to improve student involvement. (Cass, 1966) Field trips can provide adult students with an opportunity to correct false impressions by providing first-hand experience with processes and skills, give students more confidence in mixing in with the community, and stir up a sense of belonging to and a desire for participation in group and community affairs. Field trips can also help provide a means for social contacts and group acceptance.

For the adult with limited English-speaking ability, a field trip can expose him/her to basic, survival-type learning. (Such as how to shop for groceries and use the post office.) These trips can help him/her to bridge the cultural gap that often exists between him/her and those with a firm grasp of the English language and American culture.

Hunter and Harman (1979) recommend the establishment of "new pluralistic, community-based initiatives" whose specific objective would be to help the disadvantaged hard-core poor who practically never enroll in existing programs.

These community-based initiatives would concentrate on persons in the places they live. The initiatives would require those adults to help design programs based on specific learning needs and specific issues affecting their daily lives. These programs would be action-oriented, and would involve learning by doing. These activities would occur at times and places determined by the community.

Special Needs of Exceptional Adults. The overall educational program for the educationally deficient adult should be based on the existing competencies of that person by first looking at what he/she already knows. Those who plan such programs should be more interested in the abilities that are important in the person's life than they are in whether those abilities have value within the educational system itself. The student should be encouraged to learn what he/she needs to know rather than worrying about simply passing examinations. Also, the learners' desired outcomes should directly influence scheduling decisions, class locations, teacher qualifications, and materials used. (Hunter and Harman, 1979)

Sometimes the adult learner may actually know more about the subject matter being studied than the instructor. If this is the case, the instructor must be flexible enough to adapt to a different role than the ordinary one of master and student. The teacher will still control the learning situation, but he/she must be secure and imaginative to be effective here. (Fay, 1966)

Teacher preparation is of utmost importance for the success of any program integrating exceptional students into vocational education classes. Both the ability and preparation of teachers have a direct influence on student achievement because teachers are in a position to positively or negatively affect the students. Therefore, an ample supply of teachers with appropriate skills, training, and attitudes is a mandatory first ingredient for expanding or upgrading programs and services. (Wircenski, et al., 1978)

The needs of educationally deficient adults are complex, and call for well-planned guidance, counseling, and other auxiliary services as an addition to the education and training provided. There is a need for pre-program, in-program, and post-program counseling throughout.

Supportive services sometimes needed are: transportation, recreation and social activities, nursery care for the trainees' children, food services, and correction of learning impediments (such as defective sight and hearing.) (Information and Training Services and U. S. Office of Education, 1966)

Any attempts to increase the participation of disadvantaged adults will probably have to be multi-dimensional. You cannot simply solve one problem at a time. Information and financial aid can be provided, but they won't help if the learning programs are not matched to their needs. Having attractive learning options won't work unless people are aware of them and the images of "school" are altered.

Improved images are no good while child care and costs are problems, and the list continues. (Cross, 1978)

A special problem of educationally deficient adults is their tendency to underestimate their actual abilities. This problem indicates that there is a great need for counseling in preparing an appropriate program for an adult. The adult learner views himself as being unable to conquer certain tasks due to past failures when he may actually be ready, with help, to succeed in those activities. (Fay, 1966)

Students Who Have English as a Second Language. The non-native speaker of English has special needs of his own. The vocational education of the non-native speaker of English, to be successful, demands modifications in the traditional, monolingual program. Bilingual Vocational Education (BVE) is designed to help the vocational students whose primary language is not English and whose present command of English is so limited that they are unable to benefit from a conventional monolingual program. The goal of BVE is to enable this group to satisfactorily complete a vocational program by providing them with both vocational and linguistic resources. A closely related goal is for these students to gain sufficient fluency in English to obtain a job and to perform the duties of the job in an English speaking environment. (Welch, 1978)

Some educators would rather offer language training for the non-native speaker in a separate program before starting him in a traditional vocational program, but there are at least three strong arguments against this. First, many students with language barriers have a great economic need for expedited classes. To complete a regular English-as-a-Second-Language class before entering vocational training simply takes too long. The second argument is the findings that learning a second language without considering how the language is to be used is not an efficient way for a student to gain proficiency in a second language. This approach doesn't take into account whether or not the language being learned is correlated with the student's goals or his life away from the classroom. Thirdly, it cannot be assumed that merely placing the non-native student into a monolingual English environment will enable the student to acquire enough proficiency in the use of the special, vocationally-oriented language of a certain vocational skill to compete with his English-speaking classmates. (Welch, 1978)

Welch also noted that language teachers must believe that in teaching the language portion of Bilingual Vocational Education they are not simply teaching a course called English. Rather, they are using a system by which the teaching and learning of a vocational skill will occur. Welch stated that:

> By using this new criteria, English teachers should be able to lead a student to achieve a command of vocationally oriented English which will be superior to that he would have achieved as merely another non-native speaker of English adrift in a conventional, monolingual Vocational Education course. [p. 231]

Other Academic Deficiencies. Computational deficiencies are another area in which the adult learner may need help. If a vocational school has disadvantaged students who need remedial work in mathematics, the Individualized Education Program (IEP) may be able to help fund support to remedy their computational deficiency. If a math instructor agrees to conduct a special remedial class for these students, he/she should recognize that the disadvantaged students will require special techniques; under these circumstances, the school's IEP may qualify for Federal VEA and required State/local matching funds for the excess costs of the special techniques that exceed the costs of providing the regular vocational educational program. (RESURGE '79)

Job Development and Placement. To be successful, job development and placement should be supported throughout by a program of individual and group counseling. These development and placement efforts should be predicated on the skills that an individual worker can contribute to an employer. (Approaches to an employer on a group basis have proved much less successful.)

Trade and service organizations are possible job development resources. Moreover, a constant evaluation should be made of employer needs in the community so that the vocational training phase of programs can meet the demands of the labor market. (National Committee For Children and Youth, 1966)

The adult student's needs, as well as the employer's, must be evaluated. Care should be taken to find out their job experience, if any, and the types of jobs they would or would not consider taking. It should not be assumed that they will jump at any job that comes along. Their mobility should also be assessed--would they be willing to move in order to find a new or better job? The survey that was used in this study (Harcourt, 1981) is an example of a survey to assess many aspects of a prospective adult vocational student's life, skills, and desire for training.

The poor in the United States are usually ill-prepared to locate productive employment in any sector of the economy. Schools should help disadvantaged students with placement if the role of education is perceived as being the instrument by which the disadvantaged join the mainstream of American life. (Committee For Economic Development, 1971) This does not mean that education can or should promise anyone a job; but the right kind of education can push the student toward the front of the employability queue. (Wircenski, 1978)

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APPENDICES

APPENDIX A-1

IDENTIFYING THE DISADVANTAGED--EXAMPLE ANALYSIS

IDENTIFYING THE DISADVANTAGED--EXAMPLE ANALYSIS

Introduction

The first task in planning to serve the disadvantaged is to determine in a given geographical area--a region or a service area--who are the disadvantaged and how many are there. In this study, it was determined that the best sources of information were the U. S. Bureau of the Census, the Kentucky Bureau for Manpower Services, the Kentucky Purchase Area Development District, and the Kentucky Bureau of Vocational Education.

Although it is impossible to arrive at a specific number of disadvantaged persons because of duplicative data sets, it is possible to determine the magnitude of the service need through comparative analysis. For example, county by county comparisons within a region can be made by utilizing educational data from the U. S. Census and unemployment data from the Bureau of Manpower Services. Through these analyses, the nature and magnitude of vocational education's responsibility to the disadvantaged can be identified in a manner to support equitable resource allocations.

For purposes of this study, Region 1 data were analyzed and compared to data for counties, the State, and/or the nation. This analysis, presented in the following sections, served as one of the bases for the development of the model approach for identifying the disadvantaged contained in Appendix A.

IT IS IMPORTANT TO NOTE that the data used in this section are used for illustrative purposes only. For example, the 1980 U. S.

Census data were not available at the time this report was prepared; but, because the Census data are so valuable, the 1970 U. S. Census data were used to illustrate how the same data for 1980 could be used.

Economic Disadvantage

Unemployed. In almost every community there are two basically incongruous circumstances. There are persons who are unemployed and there are employers who need additional employees. This disparity can sometimes partially be explained by the normal periodic changes of employers some persons experience. There are other plausible explanations. For our purposes, the valid explanation which is most important is that many times potential employee skills do not match employer requirements. There is a need for training.

Unemployment Profile. In this section, selected data will be presented which are helpful in indicating the magnitude of the unemployment problem in a given geographic area. Table 1, for example, is from data in the Labor Force Profile reports published monthly by the Manpower Services offices. This is the best way to obtain the most current data. Table 1 shows that total unemployment for Region 1 is up considerably for March, 1981, as compared to the 1970 Census data below. There were 10,042 shown as disadvantaged due to lack of employment. While the national unemployment rate is 7.7 percent in these data, the Region 1 rate is 12.0 percent, significantly higher. Marshall and Graves counties are especially in serious difficulty with large numbers of unemployed, disadvantaged persons. Over 40 percent of the unemployed persons in Region 1 are in those two counties.

TABLE 1. UNEMPLOYMENT PROFILE, BUREAU FOR MANPOWER SERVICES*--BY REGION 1 COUNTIES

Geographic Unit	Civilian Labor Force	Total Employment	Total Unemployment	Unemployment Rates		
				Mar. 1981	Feb. 1981	Mar. 1980
United States Totals	105,406,000	97,319,000	8,087,000	7.7	8.0	6.6
Region 1** Totals	83,502	73,460	10,042	12.0	***	***
Ballard	4,741	4,385	356	7.5	7.5	7.1
Calloway	13,697	12,109	1,588	11.6	13.6	8.9
Carlisle	2,373	2,076	297	12.5	13.0	10.8
Fulton	4,021	3,476	545	13.6	15.0	8.1
Graves	15,869	12,846	3,023	19.0	20.2	17.1
Hickman	2,476	2,198	278	11.2	12.2	10.9
Marshall	8,433	6,882	1,551	18.4	21.8	17.8
McCracken	31,892	29,488	2,404	7.5	8.5	6.6

* County data were obtained from the Labor Force Profile, Mayfield, KY, and Paducah, KY, offices, Bureau for Manpower Services; and the United States data were obtained from the Frankfort, KY, office of the Bureau for Manpower Services.

** Region 1 data were calculated from county data

*** Percentages unavailable

Male and Female Breakdown. While the data on unemployment discussed and presented in Table 1 were the most current at the time this report was prepared, there are other helpful ways of looking at this dimension of disadvantage. Table 2 is from the 1970 U. S. Census and shows employment status for males and females 16 years of age and over by county and for Region 1. As noted, Region 1 totals were calculated from county data.

TABLE 2. STATUS OF EMPLOYMENT AND UNEMPLOYMENT FOR MALES AND FEMALES, AGE 16 YEARS AND OVER--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

County	Total Number of Males 16 and over	Number in Labor Force	Percent of total	Number in Civilian Labor Force	Civilian Labor Force		
					Number Employed	Number Unemployed	Percent Unemployed
	Males, Age 16 Years and Over						
Ballard	2,935	1,989	67.8	1,974	1,872	102	5.2
Calloway	10,620	6,695	63.0	6,670	6,508	162	2.4
Carlisle	1,861	1,285	69.0	1,285	1,200	85	6.6
Fulton	3,339	2,281	68.3	2,255	2,115	140	6.2
Graves	10,576	7,202	68.1	7,202	6,874	328	4.6
Hickman	2,129	1,496	70.3	1,496	1,429	67	4.5
Marshall	7,117	5,142	72.2	5,142	4,934	208	4.0
McCracken	19,459	14,450	74.3	14,424	13,763	661	4.6
Region 1* Totals	58,036	40,540	69.9	40,448	38,695	1,753	4.3
	Females, Age 16 Years And Over						
Ballard	3,205	899	28.0	899	814	85	9.5
Calloway	11,029	3,718	33.7	3,718	3,591	127	3.4
Carlisle	2,103	632	30.1	632	597	35	5.5
Fulton	3,972	1,417	35.7	1,417	1,320	97	6.8
Graves	12,156	4,914	40.4	4,914	4,399	515	10.5
Hickman	2,325	875	37.6	875	784	91	10.4
Marshall	7,540	2,357	31.3	2,357	2,209	148	6.3
McCracken	22,652	8,252	36.5	8,252	7,629	623	7.5
Region 1* Totals	64,982	23,064	35.5	23,065	21,343	1,721	7.5

* Region 1 data were calculated from county data

Table 2 shows comparative data for the counties and Regional totals. Region 1 had 1,753, or 4.3 percent, males 16 years and over unemployed as of the 1970 Census. For females, the rate of unemployment was much higher at 7.5 percent representing 1,721 females age 16 and over.

Educational and Unemployment Data. It can be noted in Table 3 that 3,027 males 16 to 21 years old in Region 1 were not in school and, of these, 1,406 were not high school graduates. This table also shows that 550 of these males in Region 1 were unemployed.

TABLE 3. UNEMPLOYMENT AND EDUCATIONAL BACKGROUNDS FOR 16 TO 21 YEAR OLD MALES--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Geographic Unit	Males, 16 to 21 Years Old	Not Enrolled In School		Not High School Graduate		Unemployed Or Not In Labor Force	
	Number	Number	Percent	Number	Percent	Number	Percent
Ballard	391	190	48.6	111	28.4	31	7.9
Calloway	2,698	567	21.0	291	10.8	65	2.4
Carlisle	205	97	47.3	39	19.0	5	2.4
Fulton	416	229	55.0	158	38.0	75	18.0
Graves	1,230	435	35.4	211	17.2	105	8.5
Hickman	271	148	54.6	99	36.5	46	17.0
Marshall	914	347	38.0	126	13.8	42	4.6
McCracken	2,815	1,014	36.0	371	13.2	181	6.4
Region 1* Totals	8,940	3,027	33.9	1,406	15.7	550	6.2

* Region 1 data were calculated from county data

An examination of the percentage figures for counties reveals the problem geographic areas of Ballard, Carlisle, Fulton, and Hickman counties. These counties had the highest percentages of their 16 to 21 year old's not enrolled in school and not high school graduates. Fulton and Hickman counties also had the highest percentages unemployed.

Family Income at or Below Poverty Level. Another indication of economic disadvantage is that the family income is at or below the poverty level. The U. S. Census data provide the most detailed look at this dimension of disadvantage. The data presented here are for illustrative purposes only and are from the most recent comprehensive Census available at the time this report was prepared--the 1970 U. S. Census. The poverty level criterion changes periodically; and, therefore, the number in this category changes.

Table 4 is an excellent example of the extensive data which are available in the U. S. Census to depict poverty in a given region.

TABLE 4. NUMBER AND PERCENT OF FAMILIES WITH INCOME LESS THAN POVERTY LEVEL, INCOMES, PERCENT RECEIVING PUBLIC ASSISTANCE, AND FAMILY COMPOSITION DATA--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Family Data	Ballard	Calloway	Carlisle	Fulton	Graves	Hickman	Marshall	McCracken	Region 1 *
Families	420	1,195	315	716	1,647	347	973	2,147	7,760
Percent of all families	18.0	16.5	19.7	26.3	18.2	20.3	16.4	13.2	15.8
Mean family income	$1,660	$1,733	$1,992	$2,020	$1,879	$1,862	$1,839	$1,978	
Mean income deficit	$1,182	$1,089	$1,023	$1,530	$1,102	$1,392	$1,030	$1,307	
Percent receiving public assistance income	24.0	11.0	26.3	31.6	12.4	19.0	10.8	30.8	20.3
Mean size of family	3.19	2.92	3.37	4.07	3.20	3.85	3.02	3.51	3.34
With related children under 18 years	185	431	128	414	690	209	350	1,256	3,663
Mean number of children under 18 years	2.43	2.35	3.15	3.16	2.59	2.96	2.59	2.67	2.70
Families with female head	55	167	35	181	314	77	94	674	1,597
With related children under 18 years	37	117	19	120	209	48	80	537	1,167

*** Region 1 data were calculated from county data**

In 1970, 7,760 families in Region 1 had income at or below the poverty level. There were approximately 3.34 members per family at that time yielding 25,918 disadvantaged persons (of 167,370 total population, or 15.5 percent) due to family income level. The range in percentage of poverty families by county was from a high of 26.3 percent in Fulton County to a low of 13.2 percent in McCracken County. The average percentage of families in poverty for Region 1 was 15.8 percent.

It can also be noted from Table 4 that 20.7 percent of the poverty level families in Region 1 were receiving some form of public assistance. Ballard, Carlisle, Fulton, Hickman, and McCracken counties led with the highest public assistance percentages. Calloway and Marshall counties had approximately half as many of their poverty level families on public assistance as did the other six counties.

Total Family Income Data. Table 5 presents a review of the types of income all families had in Region 1. As well as showing average family income by county and for the region, the number of families receiving public assistance or public welfare income is shown. For example, the family income ranged from $5,799 in Fulton County to $8,629 in McCracken County. The number of families receiving income from public assistance or welfare totaled 2,502 for Region 1. With the average family size 3.34, this indicates that there were approximately 8,357 disadvantaged individuals by virtue of being on welfare in Region 1 in 1970.

TABLE 5. FAMILY INCOME AND POVERTY STATUS IN 1969--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Income Data	Ballard		Calloway		Carlisle		Fulton		Graves		Hickman		Marshall		McCracken		Region 1*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All families	2,336	100.0	7,247	100.0	1,596	100.0	2,271	100.0	9,039	100.0	1,711	100.0	5,937	100.0	16,258	100.0	46,845	100.0
With wage or salary income	1,710	73.2	5,842	80.6	1,177	73.7	2,087	76.7	7,055	78.1	1,293	75.6	4,744	80.0	13,591	83.6	37,499	80.0
Mean wage or salary income	$7,085		$7,242		$5,935		$5,799		$7,113		$6,892		$7,578		$8,629			
With nonfarm self-employment income	365	15.6	878	12.1	185	11.6	285	10.5	964	10.7	216	12.6	517	8.7	1,801	11.1	5,211	11.1
Mean nonfarm self-employment income	$5,930		$6,285		$5,348		$4,643		$5,781		$3,162		$8,670		$8,514			
With farm self-employment income	692	29.6	1,216	16.8	454	28.4	347	12.8	1,612	64.0	501	29.3	688	11.6	712	4.4	6,222	13.3
Mean farm self-employment income	$3,330		$2,398		$1,676		$3,026		$2,321		$2,107		$1,615		$1,759			
With Social Security income	687	29.4	1,753	24.2	505	31.6	835	30.7	2,514	27.8	517	30.2	1,509	25.4	3,602	22.2	11,922	25.4
Mean Social Security income	$1,525		$1,478		$1,716		$1,628		$1,498		$1,286		$1,490		$1,720			
With public assistance or public welfare income	209	8.9	236	3.3	127	8.0	352	12.9	417	4.6	119	7.0	225	3.8	817	5.0	2,502	5.3
Mean public assistance or public welfare income	$ 910		$ 838		$ 829		$ 830		$ 912		$ 852		$ 878		$1,081			
With other income	530	22.7	1,969	27.2	397	24.9	457	16.8	1,873	20.7	431	25.2	1,239	20.9	4,084	25.1	10,980	23.4
Mean other income	$1,545		$1,453		$ 904		$1,364		$1,392		$1,331		$1,512		$1,713			

* Region 1 data were calculated from county data

Table 6, which is from the 1970 U. S. Census data, provides excellent detail for carefully identifying the disadvantaged in a given geographic area. In the eventuality that the level of income which justified disadvantaged status was changed, it would be possible using data from Table 6 to easily recalculate the number of families involved.

Per capita income ranged from $1,882 for Fulton County to $2,773 for McCracken County. This table shows the range of median and mean incomes per family for the eight counties and Region 1. As well, quick additions of the percentage figures can give one the number of families up to any income level. For example, Fulton County had 1,246 families with income less than $5,000 (2,721 x 4.7 + 8.8 + 10.6 + 14.1 + 7.6 = 1,246).

TABLE 6. FAMILY INCOME LEVELS--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Family Income Levels	Ballard		Calloway		Carlisle		Fulton		Graves		Hickman		Marshall		McCracken		Region 1*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All Families	2,336	100.0	7,247	100.0	1,596	100.0	2,271	100.0	9,039	100.0	1,711	100.0	5,937	100.0	16,258	100.0	46,845	100.0
Less than $1,000	61	2.6	217	3.0	55	3.4	129	4.7	199	2.2	83	4.9	153	2.6	363	2.2	1,260	2.7
$1,000 to $1,999	212	9.1	583	8.0	127	8.0	239	8.8	800	8.9	113	6.6	455	7.7	797	4.9	3,326	7.1
$2,000 to $2,999	199	8.5	637	8.8	180	11.3	388	10.6	863	9.5	199	11.6	446	7.5	1,109	6.8	3,921	8.4
$3,000 to $3,999	231	9.9	582	8.0	140	8.8	385	14.1	784	8.7	162	9.5	458	7.7	1,083	6.7	3,825	8.2
$4,000 to $4,999	114	4.9	515	7.1	134	8.4	207	7.6	722	8.0	159	9.3	404	6.8	1,018	6.3	3,243	7.0
$5,000 to $5,999	195	8.3	666	9.2	193	12.1	206	7.6	658	7.3	178	10.4	374	6.3	1,097	6.7	3,567	7.6
$6,000 to $6,999	156	6.7	584	8.1	98	6.1	238	8.7	746	8.3	92	5.4	544	9.2	1,139	7.0	3,597	7.7
$7,000 to $7,999	154	6.6	520	7.2	179	11.2	238	8.7	714	7.9	130	7.6	439	7.4	1,232	7.6	3,606	7.7
$8,000 to $8,999	157	6.7	568	7.8	133	8.3	197	7.2	723	8.0	95	5.6	454	7.6	1,429	8.8	3,756	8.0
$9,000 to $9,999	145	6.2	387	5.3	120	7.5	150	5.5	598	6.6	107	6.3	431	7.3	1,132	7.0	3,070	6.6
$10,000 to $11,999	236	10.1	726	10.0	125	7.8	207	7.6	911	10.1	176	10.3	771	13.0	2,066	12.7	5,217	11.1
$12,000 to $14,999	228	9.8	604	8.3	80	5.0	143	5.4	779	8.6	80	4.7	674	11.4	1,790	11.0	4,378	9.3
$15,000 to $24,999	209	8.9	505	7.0	22	1.4	84	3.1	458	5.1	111	6.5	238	4.8	1,574	9.7	3,246	6.9
$25,000 to $49,999	33	1.4	138	1.9	10	.6	10	.4	64	.7	26	1.5	39	.7	362	2.2	682	1.5
$50,000 or more	6	.3	15	.2	0	0.0	0	0.0	20	.2	0	0.0	12	.2	67	.4	120	.3
Median income	$7,000		$6,725		$5,839		$5,864		$6,662		$5,784		$7,306		$8,204			
Mean income	$7,980		$7,781		$6,307		$6,539		$7,329		$7,007		$7,725		$9,099			
Per capita income of persons	$2,473		$2,361		$1,969		$1,882		$2,315		$2,067		$2,265		$2,773			

* Region 1 data were calculated from county data

Persons Institutionalized or Under State Guardianship. The final category of economic disadvantage in the Kentucky definition of disadvantaged is "persons institutionalized or under State guardianship." This category would primarily include inmates in penal and mental institutions. There are no major institutions of that kind in Region 1.

Academic Disadvantage

Identifying the number of disadvantaged who are academically disadvantaged was much more difficult to do precisely than was identifying the number economically disadvantaged. In fact, the number of disadvantaged academically had to be supposed indirectly from other data for our purposes. It is not possible to test an entire given geographic population to determine if the members lack basic reading, writing, or mathematical skills or if they perform below grade level. It was possible, however, to project the relative magnitude of the number of academically disadvantaged for Region 1 and its counties.

Percent of 14 to 17 Years of Age in School and Median Years Completed For Those 25 Years and Over. Sources of data to identify the academically disadvantaged primarily were the U. S. Census and the Kentucky Department of Education. Table 7 from the U. S. Census data reveals that 86.7 percent of the persons 14 to 17 years of age in Kentucky were in school. While an unknown number of those in school were academically disadvantaged, it can be said with some degree of certainty that the percentage not in school, 13.3 percent, were to some degree disadvantaged. The range of persons 14 to 17 years old in school in Region 1 was from 77.6 percent in Ballard County to 92.9 percent in McCracken County. Three of the counties in Region 1

(Ballard, Calloway, and Hickman) were below the State average for percent of 14 to 17 year old's in school.

TABLE 7. PERCENT OF PERSONS IN SCHOOL 14 TO 17 YEARS OLD AND MEDIAN SCHOOL YEARS COMPLETED OF PERSONS 25 YEARS AND OVER--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Geographic Unit	Persons 14 to 17 years Percent in school	Persons 25 years and over Median school years completed
Ballard	77.6	10.3
Calloway	86.0	10.8
Carlisle	84.2	9.4
Fulton	89.1	9.6
Graves	91.8	9.9
Hickman	84.9	9.7
Marshall	88.6	10.2
McCracken	92.9	11.7
Kentucky	86.7	9.9

This table also gives the median school years completed for persons 25 years and over. These are the more striking data. With the median representing the half way point, it can easily be projected that more than half of the population aged 25 years and over in Region 1 were academically disadvantaged because they had not graduated from high school--i.e., had not completed 12 years of school.

This information compiled with other population statistics from the 1970 Census (See Table 8) shows that the number of academically disadvantaged in Region 1 was over 48,904 (97,807 x 1/2 = 48,904) of a total population of 167,370. This is 29.2 percent of the total population.

TABLE 8. NUMBER OF PERSONS 25 YEARS AND OVER--BY COUNTY IN REGION 1, 1970 U. S. CENSUS

County	No. 25 Years and Over
Ballard	5,186
Calloway	14,198
Carlisle	3,399
Fulton	6,067
Graves	18,967
Hickman	3,741
McCracken	34,129
Marshall	12,120
Region 1*	97,807

* Region 1 data were calculated from county data

Assuming that our projection technique is appropriate, it is possible to roughly project the number of academically disadvantaged for each county. For example, the number academically disadvantaged in Calloway County in 1970 aged 25 years and over was in excess of 7,099 (14,198 x 1/2). This had to be a conservative figure because of the number of academically disadvantaged persons who were 24 years and under. The number for this latter category could not be determined because the data were not available. Other tables in this section, however, will provide some additional information about the educational status of these younger persons.

Years of School Completed--Detail. Table 9 adds precision to our estimates of the number of academically disadvantaged in Region 1. These data indicate the possible severity of the disadvantage. For example, in 1970, of the 45,503 males 25 years and over in Region 1,

TABLE 9. YEARS OF SCHOOL COMPLETED FOR MALES AND FEMALES AGE 25 AND OVER--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Years of school completed	Ballard	Calloway	Carlisle	Fulton	Graves	Hickman	Marshall	McCracken	Region 1 *
Males, 25 and over	2,461	6,807	1,608	2,721	8,728	1,750	5,866	15,562	45,503
No school years completed	19	23	38	103	60	30	35	234	542
Elementary:									
1 to 4 years	230	511	116	322	655	208	386	845	3,273
5 to 7 years	303	754	292	462	1,318	242	653	1,439	5,626
8 years	536	1,585	379	456	2,092	412	1,510	2,518	9,488
High school:									
1 to 3 years	432	971	303	426	1,557	293	866	2,700	7,548
4 years	748	1,368	349	628	2,005	448	1,615	4,412	11,573
College:									
1 to 3 years	116	684	102	160	586	69	499	1,800	4,016
4 years or more	77	911	29	164	392	48	302	1,514	3,437
Median school years completed	10.0	10.6	8.9	9.1	9.3	9.0	10.2	11.9	
Percent high school graduates	38.2	43.5	29.9	35.0	34.2	32.3	41.2	49.6	41.8
Females, 25 and over	2,725	7,391	1,791	3,346	10,239	1,991	6,245	18,567	52,304
No school years completed	27	42	16	58	80	23	47	185	478
Elementary:									
1 to 4 years	127	205	76	293	392	109	204	782	2,188
5 to 7 years	298	733	190	529	1,197	202	533	1,797	5,479
8 years	623	1,889	511	620	2,467	463	1,826	3,258	11,657
High School:									
1 to 3 years	555	1,271	312	506	2,201	464	1,267	3,950	10,526
4 years	831	1,647	549	924	2,860	551	1,710	5,560	14,632
College:									
1 to 3 years	200	895	95	282	749	128	472	2,011	4,832
4 years or more	64	709	42	134	293	51	195	1,024	2,512
Median school years completed	10.6	11.0	10.0	10.0	10.3	10.3	10.2	11.5	
Percent high school graduates	40.2	44.0	38.3	40.0	38.1	36.7	38.0	46.3	42.0

* Region 1 data were calculated from county data

542 had completed no years of school, 18,929 had completed eight years of school or less, and 26,477--or 58.2 percent--had completed 11 years of school or less. For the girls 25 years and older in 1970, 30,328 or 58.0 percent, had completed 11 years of school or less.

Using this approach to estimating the number of academically disadvantaged, it can be projected that there were according to the 1970 Census data approximately 56,805 persons aged 25 years and over who had not graduated from high school and could be deemed at an academic disadvantage, or 33.9 percent of the total population of 167,370.

Years of School Completed--Selected Age Groups. Supplementary to the above data are those educational data available in the Census for males 20 to 49 years old and females 15 to 44 years old. Since these data overlap the data given above for those 25 years and older, they cannot be used in conjunction with one another. There is the possibility, though, that vocational education planners may divide their disadvantaged populations into special segments which would fit these supplemental data.

Table 10 presents the educational data on the males 20 to 49 years old and females 15 to 44 years old from the 1970 Census data. This same type of information will be in the 1980 Census when it is available. Table 10 shows, for example, that the number of males aged 20 to 49 years in Region 1 who had three years of high school or less was 10,051 persons--all of these could be deemed at an educational (academic) disadvantage. For the females aged 15 to 44 years, the comparable number of those academically disadvantaged was 14,329 for Region 1.

TABLE 10. YEARS OF SCHOOL COMPLETED FOR SELECTED AGE GROUPS--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Years of school completed	Ballard		Calloway		Carlisle		Fulton		Graves		Hickman		Marshall		McCracken		Region 1*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Males, 20 to 49 years old	1,246	100.0	5,728	100.0	824	100.0	1,513	100.0	4,913	100.0	911	100.0	3,506	100.0	9,807	100.0	28,448	100.0
No high school	193	15.5	811	14.3	217	26.3	499	33.0	1,104	22.5	298	32.7	720	20.5	1,408	14.4	5,250	18.5
High school,																		
1 to 3 years	298	23.9	717	12.5	182	22.1	317	21.0	1,003	20.4	181	19.9	350	10.0	1,753	17.9	4,801	16.9
4 years	594	47.7	1,305	22.8	329	39.9	458	30.3	1,851	37.7	351	38.5	1,385	39.5	3,823	39.0	10,096	35.5
College, 1 year or more	161	12.9	2,895	50.5	96	11.7	239	15.8	955	19.4	81	8.9	671	19.1	2,823	28.8	7,921	27.8
Females, 15 to 44 years old	1,468	100.0	2,442	100.0	6,504	100.0	1,726	100.0	5,500	100.0	1,055	100.0	3,979	100.0	11,709	100.0	32,864	100.0
No high school	201	13.7	619	9.5	132	14.3	415	24.0	736	13.4	230	21.8	554	13.9	1,296	11.0	4,183	12.7
High school,																		
1 to 3 years	570	38.8	1,284	19.7	360	39.0	520	30.1	1,915	34.8	305	28.9	1,475	37.1	3,717	31.7	10,146	30.9
4 years	546	37.2	1,831	28.2	385	41.7	613	35.5	2,162	39.3	424	40.2	1,456	36.6	4,569	39.0	11,986	36.5
College, 1 year or more	151	10.3	2,770	42.6	46	5.0	178	10.3	687	12.5	96	9.1	494	12.4	2,127	18.2	6,549	19.9

* Region 1 data were calculated from county data

Important detail is provided for county by county comparison purposes. For illustrative purposes, it can be noted that both Hickman and Fulton counties had the highest percentage--33 percent--of males aged 20-49 years who had no high school education at all. This grouping has to be at a serious disadvantage educationally to the general population.

Language Data. Another dimension of academic disadvantage is lesser ability to use the English language than others. These data may or may not be partially or completely duplicative of data presented in the last section of educational disadvantage.

Table 11 shows that the percent foreign born (.3 percent) and percent native of foreign or mixed parentage (.8 percent) total 1.1 percent, or 1,841 persons in Region 1 may have some difficulty handling

TABLE 11. SUMMARY OF SOCIAL CHARACTERISTICS--BY REGION 1 COUNTIES, 1970 U. S. CENSUS

Geographic Unit	Total Population				
	Number	Percent Rural Nonfarm	Percent Rural Farm	Percent Foreign Born	Percent Native of Foreign or Mixed Parentage
Ballard	8,276	70.9	29.1	.5	.6
Calloway	27,692	36.8	14.3	.5	.9
Carlisle	5,354	65.1	34.9	.1	.5
Fulton	10,183	29.2	8.5	.1	.4
Graves	30,939	40.3	25.1	.2	.7
Hickman	6,264	61.5	38.5	.1	.6
Marshall	20,381	63.5	19.2	.2	.8
McCracken	58,281	33.5	5.8	.4	1.0
Region 1*	167,370	42.6	15.9	.3	.8
Kentucky	3,218,697	33.6	14.1	.5	1.7

* Region 1 data were calculated from county data

the language and thereby be at an academic disadvantage. This percentage, 1.1 percent for Region 1, is just half the 2.2 percent shown for Kentucky. It could be assumed that Region 1's language problem is not as severe as elsewhere in the State. It should be noted here that the assumption that because a person is foreign born or is native of foreign or mixed parentage he/she may have a language problem and therefore be academically disadvantaged may not be valid.

Table 12 shows that 94.4 percent of Region 1 population had English as their mother tongue. The converse figure, 5.6 percent, may represent the number who would be academically disadvantaged because of language problems. If this is true, then there are 9,373 persons in Region 1 who had other than English as their mother tongue and were possibly at a language disadvantage. Some of these persons may be at

TABLE 12. COUNTY POPULATIONS AND MOTHER TONGUES FOR SELECTED GROUPS IN REGION 1--BY COUNTIES, 1970 U. S. CENSUS

County	Population	English	French	German	Spanish	Other
Ballard	8,276	7,912		5	14	345
Calloway	27,692	25,993	42	53	24	1,580
Carlisle	5,354	5,048		6		300
Fulton	10,183	9,599		24		560
Graves	30,939	29,215	39	80		1,605
Hickman	6,264	5,974				290
Marshall	20,381	19,019		35	15	1,312
McCracken	58,281	55,213	39	214	128	2,687
Region 1*	167,370	157,973	120	417	181	8,679
Percent of Regional Population	100.0	94.4	0.1	0.2	0.1	5.2

* Region 1 data were calculated from county data

anything but a disadvantage. In fact, they may be academically advantaged because they possess capability of using two languages or more.

The assumption, however, that persons with mother tongues other than English may be at more of an academic disadvantage than not seems logical and is one approach to identifying some of those who may be deemed disadvantaged under Kentucky's definition.

A final way that vocational educators might want to look at the language component of academic disadvantage is shown in Table 13. These data indicate the diversity of backgrounds brought to Region 1 and its counties by a significant segment of its population.

We can see in Table 13, for example, that Region 1 had 1,909 of foreign stock. The largest number of these persons for whom countries of origin were reported were persons of Spanish origins or descent (1,678). Another large contingency, 334, had as their nativity East or West Germany.

Our estimate of those who may have language difficulty and thereby be academically disadvantaged was for these data in a range of approximately 2,000 to 9,000 in Region 1. This is not a very precise estimate, obviously, but is more helpful than no estimate at all and should be used for planning purposes.

TABLE 13. NATIVITY, PARENTAGE, AND COUNTRY OF ORIGIN FOR REGION 1 POPULATION--BY COUNTIES, 1970 U. S. CENSUS

Nativity, Parentage, and Country of Origin	Ballard	Calloway	Carlisle	Fulton	Graves	Hickman	Marshall	McCracken	Region 1 *
Total population	8,276	27,692	5,354	10,183	10,939	6,264	20,381	58,281	167,370
Native of native parentage	8,182	27,307	5,323	10,130	30,635	6,217	20,176	57,491	165,461
Native of foreign or mixed parentage	53	245	25	40	229	40	155	566	1,353
Foreign born	41	140	6	13	75	7	50	224	556
Total foreign stock	94	385	31	53	304	47	205	790	1,909
United Kingdom	7	27	8	8	54	7	85	58	254
Ireland						15		25	40
Sweden								14	14
Germany (East and West)	6	6	2		75	7	51	176	344
Poland	12	3		7			5	36	63
Czechoslovakia		13						8	21
Austria		19			30		7	13	69
Hungary					20		4		24
USSR				5	14			34	53
Italy		19		7	10			31	67
Canada	24	81				12	36	101	254
Mexico									
Cuba		6							6
Other America	14	6						46	66
All other and not reported	31	205		26	101	6	17	248	634
Persons of Spanish language	20	34					22	246	322
Persons of Spanish origin or descent	20	63	105		32			1,458	1,678
Persons of Puerto Rican birth or parentage		17					7	7	31

* Region 1 data were calculated from county data

Conclusion. It will be important to use the latest U. S. Census data in making any estimate of the academically or economically disadvantaged in any geographic area. The 1980 Census data should be available in 1981 for this purpose. The findings of this research would strongly support utilizing those data for identifying the disadvantaged in Kentucky.

Summary

The primary sources of information used in identifying the disadvantaged population in Region 1 were the U. S. Bureau of the Census and, in Kentucky, the Bureau for Manpower Services, Purchase Area Development District, and Bureau of Vocational Education.

It is impossible to arrive at a specific number of disadvantaged persons because of duplicative data sets. It is, however, possible to indicate the magnitude of the service need.

Economic Disadvantage. Current data were available to show that as of March, 1981, there were 10,042 disadvantaged persons, or 12.0 percent, who were unemployed in Region 1.

The most recent Census data currently available (1970) were used for illustrative purposes (1980 Census data will be available later in 1981). These data showed 25,918 disadvantaged persons below the poverty level in Region 1, of the total population of 167,370 or 15.5 percent.

The 1970 Census data showed that for Region 1 there were 8,357 disadvantaged persons by virtue of their being recipients of public assistance or welfare.

The numerical range that likely depicts the number of persons in Region 1 who were economically disadvantaged was 8,357 to 25,918 or approximately 5.0 percent to 15.5 percent of the 1970 total population of 167,370.

Academic Disadvantage. The number of those who are academically disadvantaged in Region 1 could not be identified directly but had to be supposed from available, related data. It was assumed that those who were not in school and had less than a high school education or who had English as a second language were academically disadvantaged--i.e., performed below grade level or lacked basic reading, writing, or mathematical skills.

More than one-half of the population aged 25 years and over, 56,805, had not graduated from high school and could be deemed academically disadvantaged.

Census data showed that 94.4 percent of Region 1 population had English as their mother tongue. The converse figure, 5.6 percent, may represent a number (there are probably more), 9,373 persons, who had language difficulties and therefore were academically disadvantaged.

The numerical range that may depict the number of persons in Region 1 who were academically disadvantaged was 9,373 to 56,805 or approximately 5.6 percent to 33.9 percent of the 1970 total population of 167,370.

Conclusion. The high figures for Region 1 of economically disadvantaged of 25,918 (15.5 percent) and academically disadvantaged of 56,805 (33.9 percent) would be somewhat duplicative of each other, but they may very well be conservative figures because of the facts of (1) unreported unemployment and poverty and (2) the many still in school ages 14 to 20 years or who were high school graduates who perform below grade level and/or lack basic reading, writing, or mathematical skills.

APPENDIX A-2

SURVEY QUESTIONNAIRE

CONFIDENTIAL

November, 1980

Date of Interview ____________________

FORMER TAPPAN EMPLOYEE SURVEY
[Special Segment]

Interview Questionnaire

SECTION I. PERSONAL INFORMATION

1. What is your age? (1)☐19 or less (2)☐20-29 (3)☐30-39 (4)☐40-49 (5)☐50 or over

2. (Note sex of respondent) (1)☐Male (2)☐Female

3. (Note race of respondent) (1)☐White (2)☐Black (3)☐Other (Specify)____________

4. What is your marital status?
(1)☐Married (2)☐Single (3)☐Divorced (4)☐Widowed (5)☐Separated

5. How many dependents do you have? (No. shown on your income tax)
(1)☐0 (2)☐1 (3)☐2 (4)☐3 (5)☐4 (6)☐5 (7)☐6 or more

6. Are you currently employed or unemployed? (1)☐Employed (2)☐Unemployed

7. (If the answer to No. 6 is Employed) What kind of work are you doing?

8. Have you looked for a regular full-time job? (1)☐Yes (2)☐No (3)☐Not applicable

9. (If the answer to No. 8 is Yes) Where have you turned in applications?

10. Are you receiving unemployment compensation? (1)☐Yes (2)☐No

11. (If the answer to No. 10 is Yes) How many weeks do you have left? (1)☐Not applicable
(2)☐1-5 (3)☐6-10 (4)☐11-15 (5)☐16-20 (6)☐21-25 (7)☐26-30 (8)☐31 or more

12. How far did you go in school? (01)☐1 (02)☐2 (03)☐3 (04)☐4 (05)☐5 (06)☐6
(07)☐7 (08)☐8 (09)☐9 (10)☐10 (11)☐11 (12)☐12 (13)☐13 (14)☐14 (15)☐15
(16)☐16 (17)☐over 16

13. (If the answer to No. 12 is less than 12) Would you be interested in adult basic education to work toward a GED? (1)☐Yes (2)☐No (3)☐Not applicable

14. Would you be interested in taking tests to learn more about yourself? Such as job skills, interests, abilities? (1)☐Yes (2)☐No (3)☐Don't Know (4)☐Maybe (5)☐No Response

15. How many years have you lived in this area--within 50 miles?
(1)☐0-10 (2)☐11-20 (3)☐21-30 (4)☐31-40 (5)☐41-50 (6)☐51 or more

16. Would you be willing to move in order to get a job or a better job? (1)☐Yes (2)☐No

17. Is your home (1)☐Rented? (2)☐Mortgaged? (3)☐Owned?

18. How many live in this house? (1)☐1 (2)☐2 (3)☐3 (4)☐4 (5)☐5 (6)☐6 or more

. How many of those who live in this house are employed full-time? (37½ hours per week)
(1)☐0 (2)☐1 (3)☐2 (4)☐3 (5)☐4 (6)☐5 (7)☐6 or more

. How many of those who live in this house are employed part-time? (less than 37½ hours)
(1)☐0 (2)☐1 (3)☐2 (4)☐3 (5)☐4 (6)☐5 (7)☐6 or more

. Which do you do more often? (1)☐Read the paper (2)☐Watch TV (3)☐Listen to the radio

. What, if any, physical limitations do you have?

3. Are you a veteran of the U. S. Military Service? (1)☐Yes (2)☐No

. (If the answer to No. 23 is Yes) What special training did you receive?

Give them Card No. 1 and ask the following questions)

5. How good are you in...

a. arithmetic? (1)☐Excellent (2)☐Very Good (3)☐Good (4)☐Fair (5)☐Poor

b. reading? (1)☐Excellent (2)☐Very Good (3)☐Good (4)☐Fair (5)☐Poor

c. writing? (1)☐Excellent (2)☐Very Good (3)☐Good (4)☐Fair (5)☐Poor

Take back Card No. 1)

6. How many years were you employed at [Tappan]?
(1)☐0-5 (2)☐6-10 (3)☐11-20 (4)☐21-30 (5)☐31 or more

7. What is your previous employment record? Please give me your most recent job first and include any military service.

Company Name	No. of years of employment	Full-time	Part-time	Job Responsibilities

SECTION II. JOB INTERESTS, ABILITIES, AND WORKER TRAITS

(The following portion of the questionnaire is based on data relating to the Dictionary of Occupational Titles in an attempt to obtain a clear profile of each respondent in respect to job interests, abilities, and worker traits.)

(Give them Card No. 2 and ask the following question. The answer "Neutral" appears only on the questionnaire and is to be used if respondent cannot answer "Like" or "Don't Like.")

A. (JOB CATEGORY) Which of the following types of work do you feel you would like best? It makes no difference whether or not you know how to do the work, just whether or not you would like to.

	Like	(Neutral)	Don't Like
1. Professional, Technical, and Managerial Occupations: Such as: Nurse, Architect, Engineer, Teacher, Scientist, Lawyer, Preacher, Writer, Personnel Manager	(1) ☐	(2) ☐	(3) ☐
2. Clerical and Sales Occupations: Such as: Secretary, File Clerk, Bookkeeper, Auctioneer, Telephone Operator, Cashier, Sales Agent	(1) ☐	(2) ☐	(3) ☐
3. Service Occupations: Such as: Janitor, Meter Reader, Cook, Waiter/Waitress, Barber/Hairdresser, Policeman/Policewoman, Caretaker	(1) ☐	(2) ☐	(3) ☐
4. Agricultural, Fishery, Forestry, and Related Occupations: Such as: Farmer, Hunter, Forest Ranger, Game Warden	(1) ☐	(2) ☐	(3) ☐
5. Processing Occupations: Such as: Food Mixer, Tobacco Curer, Ore and Metal Mixer, Paper Mill Worker	(1) ☐	(2) ☐	(3) ☐
6. Machine Trades Occupations: Such as: Auto Mechanic, Toolmaker, Printer, Machine Repairer, Paper Cutter, Cabinetmaker	(1) ☐	(2) ☐	(3) ☐
7. Benchwork Occupations: Such as: Assembler, Inspector, Punchpress Operator, Sewing Machine Operator	(1) ☐	(2) ☐	(3) ☐
8. Structural Work Occupations: Such as: Welder, Electrician, Painter, Bricklayer, Road Paver, Construction Worker	(1) ☐	(2) ☐	(3) ☐

(Have them keep Card No. 2 and ask the following question. The answer "Neutral" appears only on the questionnaire and is to be used if respondent cannot answer "Like" or "Don't Like.")

B. (INTERESTS) Which of the following types of job activities do you feel you would like best? It makes no difference whether or not you know how to do the work, just whether or not you would like to.

	Like	(Neutral)	Don't Like
1. Dealing with things and objects: Such as: Carpet-Layer Helper, Kitchen Helper, Tree Planter, Sewing Machine Operator	(1) ☐	(2) ☐	(3) ☐
2. Dealing with people: Such as: Secretary, Hotel Desk Worker, Receptionist, Purchasing Agent, Sales Agent, Airline Steward/Stewardess	(1) ☐	(2) ☐	(3) ☐

	Like	(Neutral)	Don't Like
3. Doing Routine things: Such as: Bank Teller, File Clerk, Stock Clerk, Typist, Meter Reader, Janitor, Cashier	(1) ☐	(2) ☐	(3) ☐
4. Working with people for their own good: Such as: Nurse Aide/Orderly, Preacher, Dental Assistant, Guidance Counselor, Social Worker	(1) ☐	(2) ☐	(3) ☐
5. Having people look up to you: Such as: Hotel Manager, Supervisor, Actor/Actress, Athlete, Head Tobacco Buyer	(1) ☐	(2) ☐	(3) ☐
6. Communicating ideas to people: Such as: Book Critic, Newspaper Editor, Librarian, Model, Welfare Worker, Radio Announcer, Teacher	(1) ☐	(2) ☐	(3) ☐
7. Working in scientific and technical areas: Such as: Building Inspector, Automobile Appraiser, Chemist, Sound Effects Engineer, Prospector, Scientist	(1) ☐	(2) ☐	(3) ☐
8. Being creative: Such as: Architect, Commercial Artist, Dancer, Poet, Furniture Designer	(1) ☐	(2) ☐	(3) ☐
9. Working with machines and equipment: Such as: Tobacco Grower, Photographer, Toolmaker, Computer Operator, Auto Mechanic, Machinist	(1) ☐	(2) ☐	(3) ☐
10. Making things you are really proud of: Such as: Taxidermist, Decorator, Chef, Dressmaker, Cabinetmaker, Designer	(1) ☐	(2) ☐	(3) ☐

(Take back Card No. 2 and give them Card No. 3. Ask the following question.)

C. (PHYSICAL DEMANDS) Please tell me if you can do the following physical activities as a part of a regular job. (If a "Cannot" answer is given, indicate below the stem the nature of the physical limitation.)

	Can	Cannot
1. (Lifting, Carrying, Pushing, and/or Pulling) Can you lift, carry, push, and/or pull:		
a. Very light--10 pounds at the most. Mostly sitting, only walking or standing once in a while.	(1) ☐	(2) ☐
b. Light--20 pounds at the most. A lot of lifting/carrying up to 10 pounds. Not much sitting.	(1) ☐	(2) ☐
c. Medium--50 pounds at the most. A lot of lifting/carrying up to 25 pounds.	(1) ☐	(2) ☐
d. Heavy--100 pounds at the most. A lot of lifting/carrying up to 50 pounds.	(1) ☐	(2) ☐
e. Very Heavy--over 100 pounds. A lot of lifting/carrying up to 100 pounds.	(1) ☐	(2) ☐
2. (Climbing and/or Balancing)		
a. Climb ladders, stairs or scaffolds--use feet and legs or hands and arms	(1) ☐	(2) ☐
b. Balance when walking or standing on narrow, slippery, or moving surfaces	(1) ☐	(2) ☐

	Can	Cannot
3. (Stooping, Kneeling, Crouching, and/or Crawling)		
a. Bend down and forward at the waist--stoop	(1) ☐	(2) ☐
b. Bend your legs and rest on your knees--kneel	(1) ☐	(2) ☐
c. Bend down and forward by bending your legs--crouch	(1) ☐	(2) ☐
d. Move around on your hands and knees or hands and feet--crawl	(1) ☐	(2) ☐
4. (Reaching, Handling, Fingering, and/or Feeling)		
a. Reach out your hands and arms in any direction	(1) ☐	(2) ☐
b. Hold, grasp, or turn something with your hand or hands	(1) ☐	(2) ☐
c. Pick things up with your fingers	(1) ☐	(2) ☐
d. Feel sizes, shapes and temperatures with your fingers and hands	(1) ☐	(2) ☐
5. (Communicating)		
a. Talk all right	(1) ☐	(2) ☐
b. Hear all right	(1) ☐	(2) ☐
c. See all right	(1) ☐	(2) ☐

(Take back Card No. 3 and give them Card No. 4. Ask the following question. The answer "Neutral" appears only on the questionnaire and is to be used if respondent cannot answer "Could Stand" or "Couldn't Stand.")

D. (WORKING CONDITIONS) Which of the following working conditions could you stand as a regular part of your job?	Could Stand	(Neutral)	Couldn't Stand
1. (Inside, Outside, or Both)			
a. Working inside, 75% of the time or more	(1) ☐	(2) ☐	(3) ☐
b. Working outside, 75% of the time or more	(1) ☐	(2) ☐	(3) ☐
c. Both, can work either inside or outside	(1) ☐	(2) ☐	(3) ☐
2. (Extremes of Cold Plus Temperature Changes) Working where it is very cold and the temperature might change a lot. Such as: a meat packing plant or a gas station.	(1) ☐	(2) ☐	(3) ☐
3. (Extremes of Heat Plus Temperature Changes) Working where it is very hot and the temperature might change a lot. Such as: working in a foundry near a blast furnace, or a gas station	(1) ☐	(2) ☐	(3) ☐
4. (Wet and Humid) Working where it is wet and humid. Such as: carrying mail, construction work, or firefighting	(1) ☐	(2) ☐	(3) ☐
5. (Noise and Vibrations) Working with a lot of noise and vibrations. Such as: a noisy factory, around a power dam, or a lot of blasting	(1) ☐	(2) ☐	(3) ☐
6. (Hazards) Working at a job where you might get hurt. Such as: police work or electrical work	(1) ☐	(2) ☐	(3) ☐

	Could Stand	(Neutral)	Couldn't Stand
7. (Fumes, Odors, Toxic Conditions, Dust, and Poor Ventilation) Working with a lot of fumes, odors and dust. Such as: a feed mill, body shop, chemical plant, beauty shop, sewerage plant	(1) ☐	(2) ☐	(3) ☐

(Have them keep Card No. 4 and ask the following question. The answer "Neutral" appears only on the questionnaire and is to be used if respondent cannot answer "Could Stand" or "Couldn't Stand.")

E. (TEMPERAMENTS) Which of the following job activities could you stand as a regular part of your job?	Could Stand	(Neutral)	Couldn't Stand
1. Doing a lot of different kinds of things: Such as: Gardener, Legal Secretary, Auto Mechanic, Radio Announcer, Housekeeper, Reporter, Farm Hand	(1) ☐	(2) ☐	(3) ☐
2. Doing the same thing over and over again the same way: Such as: Mail Sorter, Janitor, Assembler, Packer, Ironer, Sprayer, Dipper	(1) ☐	(2) ☐	(3) ☐
3. Working under close supervision: Such as: Office Clerk, Delivery Worker, Crossing Guard, Bus Boy/Bus Girl, Parking Lot Attendant	(1) ☐	(2) ☐	(3) ☐
4. Supervising others: Such as: Supervisor, Teacher, Athletic Coach, Driving Instructor	(1) ☐	(2) ☐	(3) ☐
5. Having a lot of contact with people: Such as: Postal Clerk, Bank Teller, Chauffer, Guide, Waiter/Waitress, Bus Driver	(1) ☐	(2) ☐	(3) ☐
6. Working alone most of the time: Such as: Security Guard, Farmer	(1) ☐	(2) ☐	(3) ☐
7. Getting others to see things your way: Such as: Sales Agent, Lawyer, Public Relations Specialist, Editor	(1) ☐	(2) ☐	(3) ☐
8. Working in hazardous situations: Such as: Race Car Driver, Firefighter, Deputy Sheriff, Ambulance Attendant	(1) ☐	(2) ☐	(3) ☐
9. Making judgements based on what you see or think is right: Such as: Time Study Engineer, Real Estate Appraiser, Judge, Grain Buyer, Builder, Job Analyst	(1) ☐	(2) ☐	(3) ☐
10. Making judgements by measuring: Such as: Surveyor, Pattern Maker, Pilot, Test Driver	(1) ☐	(2) ☐	(3) ☐
11. Being creative: Such as: Designer, Painter, Actor/Actress, Poet, Barber/Hairdresser, Preacher	(1) ☐	(2) ☐	(3) ☐
12. Being precise and accurate: Such as: Quality Control Inspector, Diamond Cutter, Drafter, Bricklayer	(1) ☐	(2) ☐	(3) ☐

(Take back Card No. 4 and give them Card No. 2. Ask the following question. The answer "Neutral" appears only on the questionnaire and is to be used if respondent cannot answer "Like" or "Don't Like". This section of the questionnaire will determine how the respondent feels in respect to the Data (D), People (P), and Things (T) categories.)

F. (ABBREVIATED VOCATIONAL INTEREST INVENTORY) Which of the following things do you like to do?

	Like	(Neutral)	Don't Like
1. (D) Add numbers to get a total	(1) ☐	(2) ☐	(3) ☐
2. (P) Discuss politics	(1) ☐	(2) ☐	(3) ☐
3. (T) Paint a room	(1) ☐	(2) ☐	(3) ☐
4. (D) Draw graphs and charts	(1) ☐	(2) ☐	(3) ☐
5. (P) Take care of pets and/or children	(1) ☐	(2) ☐	(3) ☐
6. (T) Repair a clock	(1) ☐	(2) ☐	(3) ☐
7. (D) Do cross-word puzzles	(1) ☐	(2) ☐	(3) ☐
8. (P) Teach people	(1) ☐	(2) ☐	(3) ☐
9. (T) Adjust a carburetor	(1) ☐	(2) ☐	(3) ☐
10. (D) Read	(1) ☐	(2) ☐	(3) ☐
11. (P) Meet new people	(1) ☐	(2) ☐	(3) ☐
12. (T) Operate machinery	(1) ☐	(2) ☐	(3) ☐
13. (D) Write	(1) ☐	(2) ☐	(3) ☐
14. (P) Organize a club	(1) ☐	(2) ☐	(3) ☐
15. (T) Do electrical wiring	(1) ☐	(2) ☐	(3) ☐
16. (D) Keep up-to-date on current events	(1) ☐	(2) ☐	(3) ☐
17. (P) Do volunteer work	(1) ☐	(2) ☐	(3) ☐
18. (T) Fix things	(1) ☐	(2) ☐	(3) ☐
19. (D) Keep a budget	(1) ☐	(2) ☐	(3) ☐
20. (P) Give first aid assistance	(1) ☐	(2) ☐	(3) ☐
21. (T) Work a cash register	(1) ☐	(2) ☐	(3) ☐
22. (D) Do research work	(1) ☐	(2) ☐	(3) ☐
23. (P) Coach sports	(1) ☐	(2) ☐	(3) ☐
24. (T) Style hair	(1) ☐	(2) ☐	(3) ☐
25. (D) Check typewritten papers for mistakes	(1) ☐	(2) ☐	(3) ☐
26. (P) Make speeches	(1) ☐	(2) ☐	(3) ☐
27. (T) Trim trees	(1) ☐	(2) ☐	(3) ☐
28. (D) Organize cabinets and closets	(1) ☐	(2) ☐	(3) ☐
29. (P) Work with scout troops	(1) ☐	(2) ☐	(3) ☐
30. (T) Build a radio from a kit	(1) ☐	(2) ☐	(3) ☐

(Take back Card No. 2)

SECTION III. TRAINING PREFERENCES

1. Do you think that vocational education training can help you get a job you would like to do? (1)☐Yes (2)☐No (3)☐Don't Know

2. Do you know where to go to find out about job training programs?
(1)☐Yes (2)☐No (3)☐No Response

3. (If the answer to No. 2 is Yes) Where would you go?________________________

4. Have you heard of the training programs that are available at [the Murray Area Vocational Education Center]? (1)☐Yes (2)☐No (3)☐No Response

5. How many miles are you from [the Murray Area Vocational Education Center]?
(1)☐1-5 (2)☐6-10 (3)☐11-15 (4)☐16-20 (5)☐21 or more (6)☐No Response

6. Have you heard of the training programs that are available at [West Kentucky State Vocational-Technical School]? (1)☐Yes (2)☐No (3)☐No Response

7. How many miles are you from [West Kentucky State Vocational-Technical School]?
(1)☐1-25 (2)☐26-30 (3)☐31-40 (4)☐41-50 (5)☐51 or more (6)☐No Response

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If you were to attend vocational training classes, how would you answer the following questions? (This stem applies to questions 8 through 12.)

8. Do you have transportation that could get you to and from classes? (1)☐Yes (2)☐No

9. Would you be interested in car-pooling to class with others from your area?
(1)☐Yes (2)☐No (3)☐No Response

10. During what seasons of the year would you rather go to class, if you have a preference?
(01)☐No Preference (02)☐Fall (03)☐Winter (04)☐Spring (05)☐Summer
(06)☐Fall/Spring (07)☐Fall/Winter (08)☐Fall/Summer (09)☐Spring/Summer
(10)☐Spring/Winter (11)☐Summer/Winter

11. During what time of day would you prefer to go to class, if you have a preference?
(1)☐No Preference (2)☐Morning (3)☐Afternoon (4)☐Evening (5)☐Morning/Evening
(6)☐Morning/Afternoon (7)☐Afternoon/Evening

12. Where would you prefer them to be held?
(1)☐At [the Murray Area Vocational Education Center]
(2)☐At [West Kentucky State Vocational-Technical School]
(3)☐Other (Specify)________________________
(4)☐No Response

(Give them Card No. 5 and ask the following questions.)

	Willing	Unwilling	Don't Know
13. Job training classes may be held that can possibly help you get a job or a better paying job. The fee for the classes would be small. There would be a $5.00 entry fee, plus a $2.00 to $4.00 monthly charge. Would you be willing to attend these classes if you thought they would improve your chance of getting a job or a better job?	(1) ☐	(2) ☐	(3) ☐

(If respondent indicates they would be "Unwilling" to take classes, stop interview here and thank respondent for answers. If they answered "Willing" or "Don't Know", ask remaining questions.)

		Willing	Unwilling	Don't Know
14.	What if the job meant traveling in your community during the day, but allowed you to be home at night. Would you be willing to take the training classes for a job like this?	(1) ☐	(2) ☐	(3) ☐
15.	If they trained you for a job that would keep you away from home one night a week, would you be willing to take the classes?	(1) ☐	(2) ☐	(3) ☐
16 .	Would you be willing to take the classes if they trained you for a job that would keep you away from home a week or more at a time?	(1) ☐	(2) ☐	(3) ☐
17.	If the classes trained you for a job that would give you seasonal work instead of steady work, would you be willing to take the classes?	(1) ☐	(2) ☐	(3) ☐
18.	Assume that these classes trained you for a job where you would have to move to a different place. Would you be willing to take the classes if your job would be in a small town or rural area like [Murray]?	(1) ☐	(2) ☐	(3) ☐
19.	Would you be willing to take the training classes if it meant getting a job in a medium-size city like [Paducah or Owensboro]?	(1) ☐	(2) ☐	(3) ☐
20.	Would you be willing to take the classes if your job would put you in a large city like [Nashville or St. Louis]?	(1) ☐	(2) ☐	(3) ☐
21.	If the classes trained you for a job where you could farm and have a job in the city, would you be willing to take them?	(1) ☐	(2) ☐	(3) ☐
22.	Would you be willing to attend the classes if they improved your ability to read?	(1) ☐	(2) ☐	(3) ☐
23.	Would you be willing to attend the classes if they improved your ability to write?	(1) ☐	(2) ☐	(3) ☐
24.	Would you be willing to attend the classes if they improved your ability in arithmetic?	(1) ☐	(2) ☐	(3) ☐
25.	If the classes could help you get a job in [another factory in Murray] would you be willing to take them? [Like plastic molding at Fisher Price.]	(1) ☐	(2) ☐	(3) ☐
26.	If the classes could help you get a job in [a factory] in another city would you be willing to take them? [Like chemical work at Calvert City, etc.]	(1) ☐	(2) ☐	(3) ☐
27.	Would you be willing to attend classes that could help you to operate your own business?	(1) ☐	(2) ☐	(3) ☐
28.	In your opinion, would most of the other [former Tappan employees] be willing to take a class that could help them to bet a new or better job?	(1) ☐	(2) ☐	(3) ☐
29.	Would you be willing to take classes given on TV?	(1) ☐	(2) ☐	(3) ☐

SECTION IV. TRAINING PROGRAM PREFERENCES

(Take back Card No. 5 and give them Card No. 2. Request the information as specified. The answer "Neutral" appears only on the questionnaire and is to be used if respondent cannot answer "Like" or "Don't Like". If necessary, use the appendix to Section IV to give respondent a brief description of each job.)

Here is a list of jobs that vocational education training might be available for. Please tell me whether you would like or dislike learning how to do each of the jobs mentioned. If you don't understand what any of these jobs are, I have a list here to explain them to you. Please don't feel bad if you don't know what all the jobs are, I didn't know either.

These first jobs are in the highest demand in the [Jackson Purchase Area.] The training for these jobs would give you the greatest chances for employment.

		Like	(Neutral)	Don't Like
1.	Practical Nurse	(1) ☐	(2) ☐	(3) ☐
2.	Store Manager	(1) ☐	(2) ☐	(3) ☐
3.	Sales Clerk	(1) ☐	(2) ☐	(3) ☐
4.	General Office Clerk	(1) ☐	(2) ☐	(3) ☐
5.	Cashier	(1) ☐	(2) ☐	(3) ☐
6.	Bookkeeper	(1) ☐	(2) ☐	(3) ☐
7.	Stock Clerk	(1) ☐	(2) ☐	(3) ☐
8.	Automotive Mechanic	(1) ☐	(2) ☐	(3) ☐
9.	General Utility Maintenance Repairer	(1) ☐	(2) ☐	(3) ☐
10.	Hand Assembler	(1) ☐	(2) ☐	(3) ☐
11.	Production Packager	(1) ☐	(2) ☐	(3) ☐
12.	Waiter or Waitress	(1) ☐	(2) ☐	(3) ☐
13.	Fast Food Preparation and Service Worker	(1) ☐	(2) ☐	(3) ☐
14.	Nurse Aide or Orderly	(1) ☐	(2) ☐	(3) ☐
15.	Guard or Doorkeeper	(1) ☐	(2) ☐	(3) ☐
16.	Trades Helper	(1) ☐	(2) ☐	(3) ☐

The rest of the jobs on this list will probably not be in as high demand as the others, but training might still be offered. Once again, please tell me whether you would like or dislike learning how to do each of the jobs mentioned.

		Like	(Neutral)	Don't Like
17.	Horticulturist	(1) ☐	(2) ☐	(3) ☐
18.	Accountant	(1) ☐	(2) ☐	(3) ☐
19.	Junior Manager	(1) ☐	(2) ☐	(3) ☐
20.	Data Processor	(1) ☐	(2) ☐	(3) ☐
21.	Secretary	(1) ☐	(2) ☐	(3) ☐
22.	Child Care Worker	(1) ☐	(2) ☐	(3) ☐
23.	Tailor	(1) ☐	(2) ☐	(3) ☐
24.	Barber	(1) ☐	(2) ☐	(3) ☐
25.	Laboratory Assistant	(1) ☐	(2) ☐	(3) ☐
26.	Cosmetologist	(1) ☐	(2) ☐	(3) ☐
27.	Dental Assistant	(1) ☐	(2) ☐	(3) ☐
28.	Medical Assistant	(1) ☐	(2) ☐	(3) ☐
29.	Medical Secretary	(1) ☐	(2) ☐	(3) ☐

	Like	(Neutral)	Don't Like
30. Radiologic Technician	(1) ☐	(2) ☐	(3) ☐
31. Respiratory Therapist	(1) ☐	(2) ☐	(3) ☐
32. Surgical Technician	(1) ☐	(2) ☐	(3) ☐
33. Ward Secretary	(1) ☐	(2) ☐	(3) ☐
34. Air Conditioning/Heating/Regrigeration Repairer	(1) ☐	(2) ☐	(3) ☐
35. Aircraft Mechanic	(1) ☐	(2) ☐	(3) ☐
36. Appliance Repairer	(1) ☐	(2) ☐	(3) ☐
37. Auto Body Repairer	(1) ☐	(2) ☐	(3) ☐
38. Building Maintenance Worker	(1) ☐	(2) ☐	(3) ☐
39. Carpenter	(1) ☐	(2) ☐	(3) ☐
40. Chemical Technician	(1) ☐	(2) ☐	(3) ☐
41. Civil and Highway Technician	(1) ☐	(2) ☐	(3) ☐
42. Commercial Artist	(1) ☐	(2) ☐	(3) ☐
43. Commercial Sewer	(1) ☐	(2) ☐	(3) ☐
44. Diesel Mechanic	(1) ☐	(2) ☐	(3) ☐
45. Drafter	(1) ☐	(2) ☐	(3) ☐
46. Dry Cleaner	(1) ☐	(2) ☐	(3) ☐
47. Electrician	(1) ☐	(2) ☐	(3) ☐
48. Fork Lift Mechanic	(1) ☐	(2) ☐	(3) ☐
49. Graphic Arts Printer	(1) ☐	(2) ☐	(3) ☐
50. Heavy Equipment Operator	(1) ☐	(2) ☐	(3) ☐
51. Heavy Equipment Maintenance Repairer	(1) ☐	(2) ☐	(3) ☐
52. Industrial Machine Maintenance Repairer	(1) ☐	(2) ☐	(3) ☐
53. Instrumentation Engineer	(1) ☐	(2) ☐	(3) ☐
54. Interior Designer	(1) ☐	(2) ☐	(3) ☐
55. Machine Shop Operator	(1) ☐	(2) ☐	(3) ☐
56. Bricklayer	(1) ☐	(2) ☐	(3) ☐
57. Miner	(1) ☐	(2) ☐	(3) ☐
58. Mine Maintenance Worker	(1) ☐	(2) ☐	(3) ☐
59. Office Machine Repairer	(1) ☐	(2) ☐	(3) ☐
60. Plumber	(1) ☐	(2) ☐	(3) ☐
61. Radio and Television Repairer	(1) ☐	(2) ☐	(3) ☐
62. Service Station Attendant	(1) ☐	(2) ☐	(3) ☐
63. Sheet Metal Worker	(1) ☐	(2) ☐	(3) ☐
64. Small Engine Repairer	(1) ☐	(2) ☐	(3) ☐
65. Technical Drafter	(1) ☐	(2) ☐	(3) ☐
66. Tool and Die Designer	(1) ☐	(2) ☐	(3) ☐
67. Tool and Die Maker	(1) ☐	(2) ☐	(3) ☐
68. Upholsterer	(1) ☐	(2) ☐	(3) ☐
69. Welder	(1) ☐	(2) ☐	(3) ☐

APPENDIX TO SECTION IV

(This appendix contains definitions of the jobs contained in Section IV of the questionnaire. Should the respondent not understand a particular job or jobs, read them the information from this appendix.)

1. Practical Nurse--Cares for ill, injured, and handicapped people in hospitals, clinics, nursing homes, etc. Takes and records temperature, blood pressure, etc. Performs routine lab work such as urinalysis. Prepares food and feeds patient.

2. Store Manager--Directs and coordinates personnel activities. Develops and implements policies and procedures for the store.

3. Sales Clerk--Totals bills, takes payment, and makes change. Stocks shelves. Sets up displays, tags prices on merchandise, and takes inventories.

4. General Office Clerk--Furnishes workers with office supplies, handles incoming and outgoing mail, delivers messages, files, uses some office equipment.

5. Cashier--Computes bills, makes change, issues receipts, completes credit card transactions, operates office machines, prepares payroll and paychecks.

6. Bookkeeper--Keeps complete set of financial records, verifies and enters details of transactions as they occur, uses adding machine or calculator. May prepare taxes.

7. Stock Clerk--Stocks shelves or buildings with supplies.

8. Automotive Mechanic--Repairs and overhauls cars, buses, and trucks. Examines vehicles and determines nature and extent of trouble.

9. General Utility Maintenance Repairer--Repairs and maintains plumbing, buildings, wiring and fixtures of commercial and industrial establishments such as; factories, office buildings, apartments, etc. Paints and repairs woodwork. May operate lathes or welding equipment.

10. Hand Assembler--Cuts and assembles articles. Uses tape measures or rulers. May staple or cement pieces together. Uses electric knives or bandsaws. Sews decorative trim on.

11. Production Packager--Packages material and products manually. Obtains and sorts products. Lines and pads crates and cartons. Starts, stops, and regulates speed of conveyor. Nails glues, or closes and seals containers. Records information such as weight and date.

12. Waiter or Waitress--Takes food orders, answers questions, relays orders to kitchen, serves food. Watches guests for additional needs, and totals bills and gives change.

13. Fast Food Preparation and Service Worker--Prepares, seasons, and cooks food. Measures and mixes ingredients. Uses a variety of kitchen utensils and equipment.

14. Nurse Aide or Orderly--(Nurse Aide) Assists in care of hospital patients. Answers signal lights to determine patient's needs. Bathes and dresses patient. Serves food, dusts and cleans rooms. Takes temperature. (Orderly) Bathes patient, cleans and shaves hair before operations, takes and records temperature, blood pressure, etc. Lifts patients in and out of bed.

15. Guard or Doorkeeper--Serves residents or guests of hotels, stores, or apartment buildings by opening doors, calling cabs, etc. Prevents entrance of undesirable persons.

16. Trades Helper--Sorts, carries, or positions materials, tools, work aids, or equipment for others. Assists in small work details.

17. Horticulturist--Investigates problems of breeding, production, storage, processing, and transit of fruit, vegetables, flowers, etc. Experiments to develop new plant strains.

18. Accountant--Examines, analyzes, and interprets data for the purpose of giving advice. Prepares statements and tax returns.

19. Junior Manager--Performs departmental duties such as; public relations, credit department work, accounting or sales. Becomes familiar with line and staff duties.

20. Data Processor--Analyzes data. Determines what computer system will best handle the data.

21. Secretary--Types, files, answers telephone, takes dictation.

22. Child Care Worker--Organizes and participates in games. Maintains discipline, reads to kids.

23. Tailor--Alters clothing for better fit. Repairs holes or tears.

24. Barber--Cuts, dries, trims hair. Shaves men.

25. Laboratory Assistant--Processes whole blood and components. Keeps statistical records updated.

26. Cosmetologist--Washes, cuts, dyes, and styles hair. Gives permanents and manicures.

27. Dental Assistant--Takes and records dental history, prepares patients, sterilizes tools.

28. Medical Assistant--Prepares treatment rooms, hands instruments to doctor, checks pulse and temperature. May prepare and send out bills.

29. Medical Secretary--Compiles and records medical charts, reports, and correspondence. May prepare and send bills to patients.

30. Radiologic Technician--Positions patient under x-ray machine, adjusts switches, and takes x-rays. Keeps records.

31. Respiratory Therapist--Sets up and operates respirators, mechanical ventilators, etc. Monitors patient's response to therapy.

32. Surgical Technician--Washes, shaves, and sterilizes area of patient to be operated on. Places equipment and supplies in operating room.

33. Ward Secretary--Answers phone, assists nurses, keeps records, etc.

34. Air Conditioning/Heating/Refrigeration Repairer--Takes apart and examines machines. Decides what the need is and repairs them.

35. Aircraft Mechanic--Installs control cables to doors, windows, and flight control surfaces of airplanes.

36. Appliance Repairer--Installs, services, or repairs electrical or gas appliances.

37. Auto Body Repairer--Examines damaged vehicles and estimates the cost of repairs. Repairs damaged auto bodies according to repair manuals, using handtools and power tools.

38. Building Maintenance Worker--Maintains different types of buildings, using hand and power tools.

39. Carpenter--Constructs, erects, installs, and repairs wooden structures. Uses blueprints.

0. Chemical Technician--Develops, improves and tests chemical plant processes, products and equipment. Prepares charts, sketches, and diagrams, and compiles and records data.

1. Civil and Highway Technician--Plans, designs, and directs construction and maintenance of roads, railroads, airports, etc.

2. Commercial Artist--Draws or paints illustrations to go with written words. Studies layouts and sketches. Selects types of lettering, lays out material, chooses best materials.

3. Commercial Sewer--Operates sewing machine. Joins, reinforces or decorates material.

44. Diesel Mechanic--Repairs and maintains diesel engines used to power buses, trucks, and ships. Diagnoses trouble and takes engine apart. Reconditions and replaces parts.

45. Drafter--Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes. Draws finished designs and charts for data.

46. Dry Cleaner--Operates dry cleaning machines. Adjusts levels of chemicals used.

47. Electrician--Plans layout, installs and repairs wiring and electrical fixtures.

48. Fork Lift Mechanic--Checks and repairs all parts of the fork lift.

49. Graphic Arts Printer--Sets up and operates various types of cameras. Develops film. Operates different types of printing presses. Maintains machinery and equipment.

50. Heavy Equipment Operator--Operates several types of power construction equipment such as; compressors, cranes, pumps, shovels, and tractors. Drives machines and controls attachments.

51. Heavy Equipment Maintenance Repairer--Keeps heavy equipment machinery in good working order. Operates and inspects machines to diagnose defects.

52. Industrial Machine Maintenance Repairer--Sets up and operates a variety of machine tools, and fits and assembles parts to use for maintaining machines. Studies blueprints.

53. Instrumentation Engineer--Designs and supervises operation and maintenance of electrical, mechanical, and thermal instruments. Controls equipment needed for safety of operation.

54. Interior Designer--Plans, designs, and furnishes interiors of residential, commercial, and industrial buildings. Sketches layouts of proposals.

55. Machine Shop Operator--Produces and machines metal workpieces.

56. Bricklayer--Lays brick and stone. Pours and smooths concrete.

57. Miner--Drills and blasts earth and rock to construct underground shafts and tunnels.

58. Mine Maintenance Worker--Repairs mine machinery. Welds broken parts. Checks machinery for wear.

59. Office Machine Repairer--Repairs adding machines, calculators, typewriters, etc.

60. Plumber--Installs and repairs pipes, fittings, and fixtures. Cuts openings for pipes.

61. Radio and Television Repairer--Tests and repairs radios and televisions using diagrams.

62. Service Station Attendant--Fills fuel tanks, checks oil and water, makes change.

63. Sheet Metal Worker--Makes, assembles, installs and repairs sheet metal products such as control boxes, drain pipes, and furnace casings. Uses blueprints.

64. Small Engine Repairer--Repairs gas engines used to power lawnmowers, garden tractors, etc.

65. Technical Drafter--Makes detailed drawings in accordance with customers' orders to provide accurate information for manufacture of construction parts.

66. Tool and Die Designer--Designs milling machine cutters, drills, and other cutting tools and related jigs, dies, and fixtures.

67. Tool and Die Maker--Analyzes specifications, lays out metal stock, and sets up and operates machine tools. Fits and assembles parts to make and repair metalworking dies.

68. Upholsterer--Repairs and rebuilds upholstered furniture.

69. Welder--Welds together metal parts such as pipelines, automobiles, boilers, etc.

SUPPLEMENTAL CARDS FOR SURVEY QUESTIONNAIRE

Shown below and on the following page are examples of the 3x5 cards which are to be given to respondents when indicated on the questionnaire. You will note that some of the cards are used more than once.

Card No. 1

1. Excellent
2. Very Good
3. Good
4. Fair
5. Poor

Card No. 2

1. Like

2. Don't Like

CARD NO. 3

1. CAN
2. CANNOT

CARD NO. 4

1. COULD STAND
2. COULDN'T STAND

CARD NO. 5

1. WILLING
2. UNWILLING
3. DON'T KNOW

APPENDIX A-3

SUGGESTIONS FOR TRAINING INTERVIEWERS

SUGGESTIONS FOR TRAINING INTERVIEWERS

Once the disadvantaged population is divided into manageable special segments, the special segments should be surveyed and profiled. The survey will either be a random sample survey or a complete population survey depending on the special segment's size or nature.

Hopefully, vocational education planners would be able to secure the names, addresses, and telephone numbers of the entire special segment. This, of course, would facilitate the most scientific and valid survey. If names and addresses cannot be obtained, then the interviewer must go where the disadvantaged are, seek them out, secure their cooperation, and interview a sufficient number in order to complete a profile on them. The disadvantaged for whom names and addresses cannot be obtained will be found in low income housing developments, public assistance offices, Bureau for Social Services offices, Adult Basic Education programs, etc.

Specific suggestions for training interviewers are as follows:

(1) Assign, prior to the survey, responsibilities to interviewers for securing public service announcements on all appropriate radio and television stations and in all appropriate newspapers. Figure 1 contains an example public service announcement.

PUBLIC SERVICE ANNOUNCEMENT

Former Murray Tappan employees are currently being surveyed by Murray State University to determine their job preferences and job training interests. One of every ten employees on the April, 1980, payroll will be interviewed. The purpose of the interviews is to provide information to the Murray Area Vocational Education Center and other vocational schools in the area.

Hopefully, this survey will result in job training which may help unemployed workers find jobs.

If you are a former Tappan employee and if you are contacted, you are urged to cooperate in the survey.

FIGURE 1. PUBLIC SERVICE ANNOUNCEMENT

(2) If a telephone contact can precede the interview (if telephone numbers of the special segment are available), have potential interviewers rehearse a standard message prior to placing calls. Figure 2 contains an example telephone contact message.

TELEPHONE CONTACT

(Mr. Mrs. Miss) (sample member's name), my name is (interviewer's name). I am an interviewer for the current survey of former Tappan workers that is being conducted for the vocational education school. The purpose of this survey is to determine former Tappan worker's job preferences and job training interests. Maybe you've heard the announcement about this survey on the radio or TV. (Permit them to answer.)

We are interviewing one out of ten former employees and your name has been selected. Would you be willing to be interviewed for this survey? (If they refuse, find out their reason for refusing.) (If they agree to be interviewed, set up an appointment to go to their house.)

FIGURE 2. EXAMPLE TELEPHONE CONTACT MESSAGE

(3) Review any instructions to be given to the interviewee by the interviewer. Confidentiality of the respondent's answers should be stressed. Figure 3 contains an example of instructions to interviewee.

INSTRUCTIONS TO INTERVIEWEE

1. Thank you for your willingness to answer some questions. The purpose of this survey is to determine what kinds of job interests and vocational training interests former Tappan employees have. Although there is no guarantee, hopefully, with this information the vocational education schools can provide some training which will help former Tappan employees get jobs if they are out of work or to get better jobs if they are now working.
2. You understand we can't talk to everyone, but if we get a large enough group we feel it will represent the entire number of former Tappan employees. The interview will last about 45 minutes. I'll ask you the questions and I'll record your answers on this form (display questionnaire). All individual answers will be kept completely confidential. Your name will not be on this form in any way. You can stop the interview at any time.
3. Do you have any questions before we start?

FIGURE 3. EXAMPLE OF INSTRUCTIONS TO INTERVIEWEE

(4) After the questionnaire has been adapted or adopted from the Model in Appendix A-1, review its administration with the interviewers. The following points would be appropriate if the model questionnaire is used "as is":

a. Interviews should be conducted in interviewees homes or on a neutral ground if possible (rather than at the vocational school).

b. If you are securing the names, addresses, and telephone numbers of the interviewees, provide space or separate card for that information.

c. Interviewers are to read all questions and record all answers.

d. Material in "parentheses" throughout the questionnaire are instructions or information for interviewers.

e. The material in the model questionnaire in "brackets" must be changed to fit the special segment being interviewed.

f. Note that at various points throughout the questionnaire there are numbered cards which are to be handed to the interviewee to facilitate his/her answering. These cards are shown in the Appendix to the Interview Questionnaire.

g. In SECTION II. JOB INTERESTS, ABILITIES, AND WORKER TRAITS, it is important to stress to the interviewees that they don't have to like all of the jobs mentioned to indicate that they "like" the category. The example jobs used in the model may have to be modified somewhat in order to communicate with the special segment being interviewed.

h. In SECTION II, F. ABBREVIATED VOCATIONAL INTEREST INVENTORY, the interviewer should stress that the activities mentioned are to deal with day-to-day life--not a job.

i. SECTION IV. TRAINING PROGRAM PREFERENCES, is designed in two parts: (1) training programs for which employment is likely to be currently available in the immediate geographic area, and (2) training programs for which employment is less likely to be currently available in the immediate geographic area but may be available if the respondent is willing to move. It is important to update these sections by checking with the area development district or Bureau for Manpower Services to determine current and projected job needs for employees. Also, the program listings should only include those vocational education programs which are or which could be made available.

j. The interviewees should be encouraged to ask for an explanation if they don't understand the nature of the training program from its title. The APPENDIX TO SECTION IV can be used to provide definitions of any of the jobs listed. In mentioning the appendix to the interviewee, care should be taken not to offend. This can be done by indicating that the interviewer does not necessarily know what all the training programs entail either.

k. Interviewers should be friendly, empathetic, and persistent.

APPENDIX A-4

EXAMPLE ANALYSIS OF SURVEY RESPONSES
(Development of a Profile)

EXAMPLE ANALYSIS OF SURVEY RESPONSES
(Development of a Profile)

For this example of analysis and profile development, the Tappan Company cooperatively provided the names and addresses of 762 unemployed former workers at their closed Murray, Kentucky, plant. These workers had been permanently laid off during the period April through September, 1980, and constituted almost one-half of the number of unemployed in Calloway County at the end of 1980.

Through a ten percent random sample survey, data were obtained for these former Murray Tappan workers on factors relevant to vocational education service. Following the general format of the questionnaire, selected findings from the survey of a special segment of the disadvantaged population (former Murray Tappan workers) are presented in the following sections.

SECTION I. PERSONAL INFORMATION

Age. Table 14 shows that almost 84 percent of the former Murray Tappan worker respondents were 30 years of age and older. Over half were 40 years of age and older. This disadvantaged group is composed of mature adults and vocational education planning would have to recognize and provide for that difference.

TABLE 14. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS--BY AGE, JANUARY, 1981

Age	Number	Percent
19 or less	0	.0
20-29	10	16.1
30-39	17	27.4
40-49	15	24.2
50 or over	20	32.3
Total	62	100.0

Age and Years Lived in Area. Most all of those 30 years of age and older (70 percent) had lived 30 years or more--in effect, all of their lives--in the area. Table 15 shows the lack of mobility exhibited by this special segment in the past. This implies the importance of providing training for jobs which are or will be available in the immediate area. Also, with a projected 430 (56.5 percent of the 762 member special segment population) 40 years of age and over, special care in choosing instructors, materials, and approaches would be necessary in the provision of training.

TABLE 15. NUMBER AND PERCENT OF NUMBER OF YEARS FORMER MURRAY TAPPAN WORKER RESPONDENTS LIVED IN THE AREA--BY AGE, JANUARY, 1981

Age	Number of years lived in the area													
	0-10		11-20		21-30		31-40		41-50		51 & over		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
19 or less	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0	0	.0
20-29	2	3.2	2	3.2	6	9.7	0	.0	0	.0	0	.0	10	16.1
30-39	1	1.6	1	1.6	3	4.8	12	19.4	0	.0	0	.0	17	27.4
40-49	1	1.6	2	3.2	0	.0	1	1.6	11	17.7	0	.0	15	24.2
50 or over	0	.0	0	.0	1	1.6	2	3.2	4	6.5	13	21.0	20	32.3
Total	4	6.5	5	8.1	10	16.1	15	24.2	15	24.2	13	21.0	62	100.0

Age and Willingness to Move. The lack of mobility is further illustrated when the age variable is considered in relation to a willingness to move as shown in Table 16. Approximately two-thirds (62.9 percent) indicated they were unwilling to move to secure employment or better employment.

TABLE 16. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS WILLING TO MOVE TO SECURE EMPLOYMENT--BY AGE, JANUARY, 1981

Age	Willing to move to secure employment					
	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
19 or less	0	.0	0	.0	0	100.0
20-29	5	50.0	5	50.0	10	100.0
30-39	7	41.2	10	58.8	17	100.0
40-49	8	53.3	7	46.7	15	100.0
50 or over	3	15.0	17	85.0	20	100.0
Total	23	37.1	39	62.9	62	100.0

While it might be expected that there would be a linear progression from younger to older--youngest most willing to move to the oldest least willing to move--these data do not support that logic. A larger percent (58.8 percent) of the 30-39 age bracket is unwilling to move than is the 40-49 age bracket (only 46.7 percent unwilling to move).

Age and Positiveness About Vocational Education. As a group, this special segment is very positive about vocational education and its potential for helping them get a job. Table 17 shows almost three-fourths of the respondents (71.0 percent) felt that vocational education training would help them get a job.

TABLE 17. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' OPINION AS TO WHETHER OR NOT VOCATIONAL EDUCATION TRAINING WOULD HELP THEM GET A JOB--BY AGE, JANUARY, 1981

Age	Would vocational education training help you get a job?							
	Yes		No		Don't Know		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
19 or less	0	.0	0	.0	0	.0	0	100.0
20-29	9	90.0	1	10.0	0	.0	10	100.0
30-39	14	82.4	3	17.6	0	.0	17	100.0
40-49	10	66.7	1	6.7	4	26.7	15	100.0
50 or over	11	55.0	5	25.0	4	20.0	20	100.0
Total	44	71.0	10	16.1	8	12.9	62	100.0

There can be noted in Table 17, however, a definite linear progression by age--youngest to oldest. Those aged 20-29 felt very positive (90.0 percent said "Yes") when asked if they thought vocational education training would help them get a job. While, still quite positive, optimism waned somewhat among older workers. A little over half (55.0 percent) of those 50 and over thought vocational education training would help them get a job.

These data, however, must be viewed as a strong endorsement of vocational education by this disadvantaged group.

Data Analyses by Sexes. Table 18 shows that approximately three-fourths of the members of this special segment (74.2 percent) were male and one-fourth were female (25.8 percent).

TABLE 18. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS BY SEX, JANUARY, 1981

Sex	Number	Percent
Male	46	74.2
Female	16	25.8
Total	62	100.0

Sex and Willingness to Attend Classes. When the data are analyzed by the sex of the respondent, we find no significant difference on selected key factors. As shown in Table 19, for example, between 80 percent and 90 percent of both sexes were willing to attend vocational education classes.

Only 14.5 percent of the respondents indicated that they would not be willing to attend vocational education classes. While 12.5 percent of the women expressed an unwillingness, 15.2 percent of the men said they were unwilling to pursue vocational training.

TABLE 19. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS WILLING TO ATTEND VOCATIONAL EDUCATION CLASSES--BY SEX, JANUARY, 1981

Sex	Willingness to attend vocational education classes							
	Willing		Unwilling		Don't Know		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	37	80.4	7	15.2	2	4.3	46	100.0
Female	14	87.5	2	12.5	0	.0	16	100.0
Total	51	82.3	9	14.5	2	3.2	62	100.0

Sex and Willingness to Move to Get a Job. Another indication of the lack of differences in the male/female respondents answers is the data on willingress to move in order to secure a job. As shown in Table 20, only 38 percent of the women and 35 percent of the men said they would move in order to get a job. Almost two-thirds of both sexes indicated a lack of mobility.

TABLE 20. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS WILLING TO MOVE TO SECURE EMPLOYMENT--BY EMPLOYMENT STATUS, JANUARY, 1981

Receiving Unemployment Compensation	Willing to move to secure employment					
	Yes		No		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	17	37.8	28	62.2	45	100.0
No	6	35.3	11	64.7	17	100.0
Total	23	37.1	39	62.9	62	100.0

Number of Dependents. The human impact of this special segment's unemployment can be noted in the number of dependents respondents had. As shown in Table 21, almost 73 percent had two or more dependents. Almost half (43.6 percent) had three or more dependents. These data show that the actual economic/human impact of this unemployed special segment is more than double the number in the population. Vocational education is sorely needed to get these disadvantaged people back to work.

TABLE 21. NUMBER AND PERCENT OF NUMBER OF DEPENDENTS OF FORMER MURRAY TAPPAN WORKER RESPONDENTS, JANUARY, 1981

Number of Dependents	Number	Percent
0	0	.0
1	17	27.4
2	18	29.0
3	8	12.9
4	9	14.5
5	9	14.5
6 or more	1	1.6
Total	62	100.0

Unemployment Compensation Status. Tables 22 and 23 give a picture of the statuses of the respondents relative to unemployment compensation.

In Table 22, it can be noted that 72.6 percent were still receiving unemployment compensation. Ideally, mature adults with family responsibilities could receive subsistance money while in vocational

TABLE 22. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS RECEIVING UNEMPLOYMENT COMPENSATION, JANUARY, 1981

Receiving Unemployment Compensation	Number	Percent
Yes	45	72.6
No	17	27.4
Total	62	100.0

training. Cooperation between the Bureau for Social Insurance and the Bureau for Vocational Education could make this possible.

Table 23 provides an analysis of the number of weeks of unemployment compensation left. This gives a better picture of this special segment's financial need. Over two-thirds (67.8 percent) had 15 weeks or less of compensation time remaining. Depending upon the lead time

TABLE 23. NUMBER AND PERCENT OF NUMBER OF WEEKS OF UNEMPLOYMENT LEFT FOR FORMER MURRAY TAPPAN WORKER RESPONDENTS, JANUARY, 1981

No. of weeks of unemployment compensation left	Number	Percent
Not Applicable	17	27.4
1-5	4	6.5
6-10	6	9.7
11-15	15	24.2
16-20	6	9.7
21-25	6	9.7
26-30	3	4.8
31 or more	5	8.1
Total	62	100.0

required for implementation of vocational education training, various arrangements for providing for subsistance for this type of disadvantaged student must be made. The need is obviously there in this situation. Cooperation among various agencies to meet the need is necessary unless the law could be modified to provide more CETA type funding directly to vocational education.

Educational Disadvantage Analysis. The next four tables present data as to the educational disadvantage of the special segment of the disadvantaged population for this study. Table 24 shows the number of years the respondents had attended school. The average number of years attended was 10.76, or slightly below high school graduation level. Approximately 20 percent had eight years or less of school attendance.

TABLE 24. NUMBER AND PERCENT OF YEARS OF SCHOOL COMPLETED BY FORMER MURRAY TAPPAN WORKER RESPONDENTS, JANUARY, 1981

Years of School	Number	Percent
1	0	.0
2	1	1.6
3	1	1.6
4	0	.0
5	0	.0
6	2	3.2
7	2	3.2
8	7	11.3
9	6	9.7
10	8	12.9
11	7	11.3
12	22	35.5
13	2	3.2
14	0	.0
15	1	1.6
16	3	4.8
Over 16	0	.0
Total	62	100.0

Over 43 percent had attended 10 years or less while about the same number (45.1 percent) had a high school education or better. With approximately one-half without a high school graduation level of educational achievement, the educational disadvantage of this population is clear. Integral to any planning for provision of vocational education to this special segment would be the provision also of supplementary basic education. The school could use any one of several available approaches to this including regular classes, tuitional aid, programmed self-paced instruction, etc.

Of the 54.8 percent who had not graduated from high school, less than half were interested in working for a G. E. D. Table 25 shows that only 21 percent of that 54.8 percent, or approximately 38 percent of the respondents, was interested in the G. E. D. A striking difference, however, in the respondents' interest in growth and improvement was indicated by their answers to the question, "Would you be interested in taking tests to learn more about yourself? Such as job skills, interests, and abilities?" Table 26 shows 56.5 percent responded affirmatively to that question. Another 16.1 percent answered "Don't Know" or "Maybe." This is an indication that most of the members of this special segment would welcome appropriate diagnostic tests and should have them administered to them as a component of a program to serve them.

TABLE 25. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS INTERESTED IN WORKING TOWARD A GED, JANUARY, 1981

Interested in working toward a GED?	Number	Percent
Yes	13	21.0
No	18	29.0
Not Applicable	31	50.0
Total	62	100.0

TABLE 26. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS INTERESTED IN TAKING TESTS TO LEARN MORE ABOUT THEMSELVES, JANUARY, 1981

Interested in taking tests?	Number	Percent
Yes	35	56.5
No	16	25.8
Don't Know	8	12.9
Maybe	2	3.2
No Response	1	1.6
Total	62	100.0

Most Effective Recruitment Media. The respondents were asked which mass media they used most frequently and television was by far the most popular. Approximately three-fourths of the respondents (75.8 percent) as shown in Table 27, indicated they watched television more often than they read a newspaper or listened to the radio.

TABLE 27. NUMBER AND PERCENT OF NEWS MEDIA USED MOST FREQUENTLY BY FORMER MURRAY TAPPAN WORKER RESPONDENTS, JANUARY, 1981

News media used most frequently	Number	Percent
Read the paper	7	11.3
Watch TV	47	75.8
Listen to the radio	8	12.9
Total	62	100.0

The choice is clear for this group of disadvantaged persons. When using the mass media to reach them, as a minimum, use television. Most television stations and/or cable services will be most cooperative in providing public service announcement time to vocational education.

Employment Stability of the Special Segment. One indication of the dependability and stability of this disadvantaged group is found in its employment records, especially the number of years the respondents were employed at the Murray Tappan plant from which they had been laid off permanently. Table 28 shows that 58 percent had been employed by Tappan for more than 10 years. Over one-third (33.8 percent) had worked there for more than 20 years.

TABLE 28. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' YEARS OF EMPLOYMENT AT TAPPAN, JANUARY, 1981

Number of years employed at Tappan	Number	Percent
0-5	23	37.1
6-10	3	4.8
11-20	15	24.2
21-30	10	16.1
31 or more	11	17.7
Total	62	100.0

Many excellent work habits, i.e., attending work, getting to work on time, satisfactory production, etc., are inherent in this group. Little time in a vocational education training program would have to be spent on such matters.

SECTION 11. JOB INTERESTS, ABILITIES, AND WORKER TRAITS

This section of the questionnaire provides important data on job interests, abilities, and other worker traits for the former Murray

Tappan workers special segment of the Region 1 disadvantaged population. As an analysis of these data evolved, it became clear that they provided a definitive picture of this group--a picture helpful to vocational education planning and service.

Job Categories. This section first contained questions designed to elicit broad categories of job interests. The Dictionary of Occupational Titles (U. S. Employment Service, 1977) was used as a basis throughout this section in order to facilitate clear communication among vocational educators. The special segment profile emerges as one comprised of persons who are strongly oriented to benchwork, machine trades, agricultural, structural, and processing types of jobs. Table 29 shows that two-thirds to three-fourths of the respondents indicated they would "like" those jobs. Job categories rejected by most included professional (only 21 percent liked) and clerical (only 29 percent liked). These are helpful data for program design; they are further refined in the next section which deals with specific job activity interests.

TABLE 29. NUMBER AND PERCENT OF JOB CATEGORY PREFERENCE OF FORMER MURRAY TAPPAN WORKER RESPONDENTS, JANUARY, 1981

Job category preference	Like		Neutral		Don't Like		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Professional, Technical, and Managerial Occupations	13	21.0	2	3.2	47	75.8	62	100.0
Clerical and Sales Occupations	18	29.0	3	4.8	41	66.1	62	100.0
Service Occupations	34	54.8	3	4.8	25	40.3	62	100.0
Agricultural, Fishery, Forestry, and Related Occupations	47	75.8	1	1.6	14	22.6	62	100.0
Processing Occupations	41	66.1	1	1.6	20	32.3	62	100.0
Machine Trades Occupations	47	75.8	0	.0	15	24.2	62	100.0
Benchwork Occupations	50	80.6	2	3.2	10	16.1	62	100.0
Structural Work Occupations	44	71.0	1	1.6	17	27.4	62	100.0

Job Activity Interests. After establishing broad categories of job interest, the next data needed for the profile were those dealing with specific job activity interests--what kind of tasks do they like to perform on the job? Table 30 shows activities preferred by two-thirds or more to have included working with things and objects, dealing with people, doing routine things, working with machines and equipment, and making things they were really proud of.

Of considerable less interest to this group were job activities which involved working with people for their own good, having people look up to them, communicating ideas to people, and being creative. The special segment profile then is further defined.

TABLE 30. NUMBER AND PERCENT OF JOB ACTIVITY PREFERENCE OF FORMER MURRAY TAPPAN WORKER RESPONDENTS, JANUARY, 1981

Job activity preference	Like		Neutral		Don't Like		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Dealing with things and objects	46	74.2	3	4.8	13	21.0	62	100.0
Dealing with people	38	61.3	3	4.8	21	33.9	62	100.0
Doing routine things	42	67.7	3	4.8	17	27.4	62	100.0
Working with people for their own good	28	45.2	2	3.2	32	51.6	62	100.0
Having people look up to you	26	41.9	3	4.8	33	53.2	62	100.0
Communicating ideas to people	21	33.9	2	3.2	39	62.9	62	100.0
Working in scientific and technical areas	32	51.6	4	6.5	26	41.9	62	100.0
Being creative	22	35.5	1	1.6	39	62.9	62	100.0
Working with machines and equipment	55	88.7	1	1.6	6	9.7	62	100.0
Making things you are really proud of	48	77.4	1	1.6	13	21.0	62	100.0

Working Environment. Comprehensive data were obtained next from the special segment on topics related to the working environment and their functioning in it. In Appendix B of the FINAL REPORT, tables are presented for data relating to the respondents physical abilities, the work conditions they could tolerate, and work activities they could tolerate. These data are summarized here.

The respondents to this survey were physically capable of handling reasonable physical activities on a job from lifting light to heavy loads to handling small objects with their hands and fingers. They were agile and their senses functioned well.

They could tolerate about any working conditions except fumes, odors, toxic conditions, dust, and poor ventilation. Acceptable conditions to most included such things as tolerating temperature extremes and changes, wetness and humidity, noise and vibration, and hazards.

Finally, the work activities the respondents could tolerate included a broad range of diverse components. These components are close supervision, doing different things and the same things, contact with people, working alone, measuring judgements, and being precise and accurate. Those things they could not stand to do on a regular basis included getting others to see things their way and being creative. Mixed positive and negative reactions were given supervising others, hazardous tasks, and making value judgements.

These profile data all point to the kinds of training programs and program design vocational educators could plan and implement for this type of special segment. The data point to a great variety of programs which would be acceptable but at the same time rule out several others. For example, it would not be appropriate to try to train the members in this special segment to be sales persons, supervisors, or for certain professional jobs.

Selected Opinion Data. Illustrative of the value of knowing the interests, i.e., likes and dislikes of the disadvantaged, is an analysis of selected opinion data. These data are shown cross-tabulated by sex of the respondent in Table 31.

TABLE 31. NUMBER AND PERCENT OF JOB ACTIVITY PREFERENCE OF FORMER MURRAY TAPPAN WORKER RESPONDENTS--BY SEX, JANUARY, 1981

Sex	Like		Neutral		Don't Like		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Dealing with things and objects							
Male	35	76.1	2	4.3	9	19.6	46	100.0
Female	11	68.8	1	6.3	4	25.0	16	100.0
Total	46	74.2	3	4.8	13	21.0	62	100.0
	Dealing with people							
Male	28	60.9	3	6.5	15	32.6	46	100.0
Female	10	62.5	0	.0	6	37.5	16	100.0
Total	38	61.3	3	4.8	21	33.9	62	100.0
	Doing routine things							
Male	30	65.2	3	6.5	13	28.3	46	100.0
Female	12	75.0	0	.0	4	25.0	16	100.0
Total	42	67.7	3	4.8	17	27.4	62	100.0
	Working with people for their own good							
Male	18	39.1	2	4.3	26	56.5	46	100.0
Female	10	62.5	0	.0	6	37.5	16	100.0
Total	28	45.2	2	3.2	32	51.6	62	100.0
	Having people look up to you							
Male	19	41.3	3	6.5	24	52.2	46	100.0
Female	7	43.8	0	.0	9	56.3	16	100.0
Total	26	41.9	3	4.8	33	53.2	62	100.0

Again, for all practical purposes, there were no differences between male and female responses. We did find, however, striking differences in responses by category. For example, three-fourths of the respondents liked "dealing with things and objects" while only one-third liked "being creative." Less than one-half liked "working with people for their own good" and two-thirds liked "doing routine

TABLE 31. (Cont.) NUMBER AND PERCENT OF JOB ACTIVITY PREFERENCE OF FORMER MURRAY TAPPAN WORKER RESPONDENTS--BY SEX, JANUARY, 1981

Sex	Like		Neutral		Don't Like		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Communicating ideas to people							
Male	12	26.1	1	2.2	33	71.7	46	100.0
Female	9	56.3	1	6.3	6	37.5	16	100.0
Total	21	33.9	2	3.2	39	62.9	62	100.0
	Working in scientific and technical areas							
Male	27	58.7	4	8.7	15	32.6	46	100.0
Female	5	31.3	0	.0	11	68.8	16	100.0
Total	32	51.6	4	6.5	26	41.9	62	100.0
	Being creative							
Male	15	32.6	1	2.2	30	65.2	46	100.0
Female	7	43.8	0	.0	9	56.3	16	100.0
Total	22	35.5	1	1.6	39	62.9	62	100.0
	Working with machines and equipment							
Male	44	95.7	1	2.2	1	2.2	46	100.0
Female	11	68.8	0	.0	5	31.3	16	100.0
Total	55	88.7	1	1.6	6	9.7	62	100.0
	Making things you are really proud of							
Male	35	76.1	1	2.2	10	21.7	46	100.0
Female	13	81.3	0	.0	3	18.8	16	100.0
Total	48	77.4	1	1.6	13	21.0	62	100.0

things." Almost all (88.7 percent) liked "working with machines and equipment." These kinds of data are extremely valuable to vocational educators in their counseling and program provision for this special segment of the disadvantaged population.

Temperaments. Further guidance to vocational educators can be obtained by tabulations of the special segment's "Temperaments" or what they could and could not stand on the job. Table 32 shows these data cross-tabulated by sex.

TABLE 32. NUMBER AND PERCENT OF WORKING CONDITIONS FORMER MURRAY TAPPAN WORKER RESPONDENTS COULD TOLERATE--BY SEX, JANUARY, 1981

Sex	Could Stand		Neutral		Couldn't Stand		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Doing a lot of different kinds of things							
Male	43	93.5	3	6.5	0	.0	46	100.0
Female	14	87.5	0	.0	2	12.5	16	100.0
Total	57	91.9	3	4.8	2	3.2	62	100.0
	Doing the same thing over and over again the same way							
Male	39	84.8	0	.0	7	15.2	46	100.0
Female	14	87.5	1	6.3	1	6.3	16	100.0
Total	53	85.5	1	1.6	8	12.9	62	100.0
	Working under close supervision							
Male	39	84.8	0	.0	7	15.2	46	100.0
Female	14	87.5	1	6.3	1	6.3	16	100.0
Total	53	85.5	1	1.6	8	12.9	62	100.0
	Supervising others							
Male	29	63.0	3	6.5	14	30.4	46	100.0
Female	5	31.3	2	12.5	9	56.3	16	100.0
Total	34	54.8	5	8.1	23	37.1	62	100.0
	Having a lot of contact with people							
Male	40	87.0	0	.0	6	13.0	46	100.0
Female	13	81.3	1	6.3	2	12.5	16	100.0
Total	53	85.5	1	1.6	8	12.9	62	100.0
	Working alone most of the time							
Male	39	84.8	1	2.2	6	13.0	46	100.0
Female	13	81.3	1	6.3	2	12.5	16	100.0
Total	52	83.9	2	3.2	8	12.9	62	100.0

TABLE 32. (Cont.) NUMBER AND PERCENT OF WORKING CONDITIONS FORMER MURRAY TAPPAN WORKER RESPONDENTS COULD TOLERATE--BY SEX, JANUARY, 1981

Sex	Could Stand		Neutral		Couldn't Stand		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	Getting others to see things your way							
Male	16	34.8	5	10.9	25	54.3	46	100.0
Female	8	50.0	0	.0	8	50.0	16	100.0
Total	24	38.7	5	8.1	33	53.2	62	100.0
	Working in hazardous situations							
Male	26	56.5	1	2.2	19	41.3	46	100.0
Female	6	37.5	0	.0	10	62.5	16	100.0
Total	32	51.6	1	1.6	29	46.8	62	100.0
	Making judgements based on what you see or think is right							
Male	28	60.9	1	2.2	17	37.0	46	100.0
Female	7	43.8	1	6.3	8	50.0	16	100.0
Total	35	56.5	2	3.2	25	40.3	62	100.0
	Making judgements by measuring							
Male	33	71.7	1	2.2	12	26.1	46	100.0
Female	8	50.0	1	6.3	7	43.8	16	100.0
Total	41	66.1	2	3.2	19	30.6	62	100.0
	Being creative							
Male	16	34.8	1	2.2	29	63.0	46	100.0
Female	8	50.0	0	.0	8	50.0	16	100.0
Total	24	38.7	1	1.6	37	59.7	62	100.0
	Being precise and accurate							
Male	40	87.0	0	.0	6	13.0	46	100.0
Female	9	56.3	0	.0	7	43.8	16	100.0
Total	49	79.0	0	.0	13	21.0	62	100.0

It can be noted from Table 32 that there were not significant differences between male and female responses, but there were significant differences in what all respondents could and could not stand as a regular part of their jobs. Those things they tended to respond negatively to in larger numbers, as indicated they couldn't stand, included "supervising others," "getting others to see things your way," "working in hazardous situations," and "being creative." For many in this special segment, jobs such as sales, supervision, flower arranging, and similar responsibilities would not be appropriate.

Personal Interests. A deeper level of understanding of the members of the special segment can be obtained through an analysis of their answers to Sub-section F., DATA, PEOPLE, THINGS, questions. Table 33 shows that basically this group of disadvantaged persons liked best to work with things rather than data or people. Overall averages of the "like" responses were as follows: Data--48.2 percent, People--47.3 percent, and Things--58.2 percent. Several respondents liked people in peer relationships versus superior/subordinate relationships. For example, 82.3 percent liked "meeting people," but only 16.1 percent and 9.7 percent liked "organizing a club" and "make speeches," respectively.

The thrust of these data basically says that this special segment likes to work with "things," be with but not in charge of "people," and prefers not to work with "data." For the majority, this rules out manager training type programs and number oriented programs such as cashier and bookkeeper. On the other hand, trades, appliance repair, and mechanics programs would be good matches.

TABLE 33. PERSONAL INTERESTS IN DATA, PEOPLE, AND THINGS CATEGORIES BY FORMER MURRAY TAPPAN WORKER RESPONDENTS, JANUARY, 1981

Personal interests	Like		Neutral		Don't Like		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Data Category								
Add numbers to get a total	49	79.0	1	1.6	12	19.4	62	100.0
Draw graphs and charts	14	22.6	5	8.1	43	69.4	62	100.0
Do cross-word puzzles	22	35.5	3	4.8	37	59.7	62	100.0
Read	50	80.6	4	6.5	8	12.9	62	100.0
Write	18	29.0	3	4.8	41	66.1	62	100.0
Keep up-to-date on current events	48	77.4	0	.0	14	22.6	62	100.0
Keep a budget	35	56.5	4	6.5	23	37.1	62	100.0
Do research work	19	30.6	3	4.8	40	64.5	62	100.0
Check typewritten papers for mistakes	15	24.2	3	4.8	44	71.0	62	100.0
Organize cabinets and closets	29	46.8	2	3.2	31	50.0	62	100.0
Data Category Summary	299	48.2	28	4.5	293	47.2	620	100.0
People Category								
Discuss politics	25	40.3	5	8.1	32	51.6	62	100.0
Take care of pets and/or children	39	62.9	6	9.7	17	27.4	62	100.0
Teach people	33	53.2	3	4.8	26	41.9	62	100.0
Meet new people	51	82.3	5	8.1	6	9.7	62	100.0
Organize a club	10	16.1	3	4.8	49	79.0	62	100.0
Do volunteer work	37	59.7	6	9.7	19	30.6	62	100.0
Give first aid assistance	37	59.7	3	4.8	22	35.5	62	100.0
Coach sports	27	43.5	2	3.2	33	53.2	62	100.0
Make speeches	6	9.7	1	1.6	55	88.7	62	100.0
Work with scout troops	28	45.2	2	3.2	32	51.6	62	100.0
People Category Summary	293	47.3	36	5.8	291	46.9	620	100.0
Things Category								
Paint a room	38	61.3	0	.0	24	38.7	62	100.0
Repair a clock	33	53.2	1	1.6	28	45.2	62	100.0
Adjust a carburetor	43	69.4	0	.0	19	30.6	62	100.0
Operate machinery	57	91.9	0	.0	5	8.1	62	100.0
Do electrical wiring	39	62.9	5	8.1	18	29.0	62	100.0
Fix things	53	85.5	1	1.6	8	12.9	62	100.0
Work a cash register	30	48.4	2	3.2	30	48.4	62	100.0
Style hair	7	11.3	1	1.6	54	87.1	62	100.0
Trim trees	39	62.9	4	6.5	19	30.6	62	100.0
Build a radio from a kit	22	35.5	2	3.2	38	61.3	62	100.0
Things Category Summary	361	58.2	16	2.6	243	39.2	620	100.0

SECTION III. TRAINING PREFERENCES

Interest in, Knowledge of, and Availability for Vocational Education. This section explores the respondents' interests in, knowledge of, and availability for vocational education as a solution to their disadvantage. As reported earlier and as shown in Table 34, 71.0 percent believed that vocational education training could help them get a job they would like to do.

TABLE 34. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' OPINION AS TO WHETHER OR NOT VOCATIONAL EDUCATION TRAINING WOULD HELP THEM GET A JOB, JANUARY, 1981

Would vocational education training help you get a job you would like to do?	Number	Percent
Yes	44	71.0
No	10	16.1
Don't Know	8	12.9
Total	62	100.0

Less than half, 40.3 percent, knew where to go to find out about job training programs as shown by Table 35. Thirty-five percent had

TABLE 35. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' KNOWLEDGE OF WHERE TO FIND OUT ABOUT TRAINING PROGRAMS, JANUARY, 1981

Know where to go to find out about job training programs?	Number	Percent
Yes	25	40.3
No	36	58.1
No Response	1	1.6
Total	62	100.0

heard of the programs at the area vocational education center (Table 36)

TABLE 36. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' KNOWLEDGE OF TRAINING PROGRAMS AVAILABLE AT THE MURRAY AREA VOCATIONAL EDUCATION CENTER, JANUARY, 1981

Heard of training programs available at the Murray Area Vocational Education Center?	Number	Percent
Yes	22	35.5
No	39	62.9
No Response	1	1.6
Total	62	100.0

and only 19.4 percent knew of the programs at the regional state vocational-technical school. (Table 37.)

TABLE 37. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' KNOWLEDGE OF TRAINING PROGRAMS AVAILABLE AT WEST KENTUCKY STATE VOCATIONAL-TECHNICAL SCHOOL, JANUARY, 1981

Heard of training programs available at West Kentucky State Vocational-Technical School?	Number	Percent
Yes	12	19.4
No	49	79.0
No Response	1	1.6
Total	62	100.0

Selected other data from this survey of the special segment revealed that transportation to classes would not be a problem--they would like to car pool--and they would prefer that the classes be in their local center.

Willingness to Attend Vocational Education Classes. Table 38 shows that 82.3 percent would have been willing to attend vocational education classes to help them get a job or a better job. When these data are analyzed by sex (see Table 19 on page 72) we find there are no significant differences in willingness to attend classes. Many other cross-table possibilities are inherent in the questionnaire. These data could be analyzed by distance from school, age, job interests, etc.

TABLE 38. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS WILLING TO ATTEND VOCATIONAL EDUCATION CLASSES, JANUARY, 1981

Willing to attend vocational education classes?	Number	Percent
Willing	51	82.3
Unwilling	9	14.5
Don't Know	2	3.2
Total	62	100.0

Willingness to Move to Secure Employment. The final set of responses selected here for illustrative purposes reinforces an earlier finding that this group lacked mobility even in the face of unemployment (their primary disadvantage). Table 39 reveals that less than

TABLE 39. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS WILLING TO MOVE TO A SMALL TOWN, JANUARY, 1981

Willing to move to a small town?	Number	Percent
No Response	9	14.5
Willing	23	37.1
Unwilling	27	43.5
Don't Know	3	4.8
Total	62	100.0

half, 37.1 percent, would be willing to take the training if it meant they would have to move to another small town or rural area like Murray.

Even somewhat more revealing as to lack of mobility are the data in Table 40 which show that only 33.9 percent would have been willing to move to a medium sized city for a job. Finally, in further support of this trend are the data in Table 41 showing that a small percentage, 16.1 percent, would have been willing to move to a large city.

TABLE 40. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS WILLING TO MOVE TO A MEDIUM-SIZE CITY, JANUARY, 1981

Willing to move to a medium-size city?	Number	Percent
No Response	9	14.5
Willing	21	33.9
Unwilling	28	45.2
Don't Know	4	6.5
Total	62	100.0

TABLE 41. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS WILLING TO MOVE TO A LARGE CITY, JANUARY, 1981

Willing to move to a large city?	Number	Percent
No Response	9	14.5
Willing	10	16.1
Unwilling	38	61.3
Don't Know	5	8.1
Total	62	100.0

SECTION IV. TRAINING PROGRAM PREFERENCES

This section is devoted to a determination of the special segment's training program interests. This section is particularly helpful to vocational education planners because it enables them to match up employer needs with potential student interests. Where these are the same is where the emphasis in program development should be placed. This section of the questionnaire was divided into two parts: (1) jobs which are in greater demand and (2) jobs which are in lesser demand.

Table 42 shows the respondents' degree of interest in 69 different vocational education programs. With a total of 762 members in the special segment population (former Murray Tappan workers), it is possible for vocational educators to project an actual number interested in a given program. For example, 9.7 percent indicated they would like to learn how to be a practical nurse. By multiplying 9.7 percent times 762 we can determine that 74 members of this group had interest in pursuing practical nurse training.

TABLE 42. NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' TRAINING PROGRAM PREFERENCES, JANUARY, 1981

Training Program Preference	No Response		Like		Neutral		Don't Like		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Practical Nurse	9	14.5	6	9.7	1	1.6	46	74.2	62	100.0
Store Manager	9	14.5	29	46.8	4	6.5	20	32.3	62	100.0
Sales Clerk	9	14.5	27	43.5	1	1.6	25	40.3	62	100.0
General Office Clerk	9	14.5	13	21.0	2	3.2	38	61.3	62	100.0
Cashier	9	14.5	26	41.9	1	1.6	26	41.9	62	100.0
Bookkeeper	9	14.5	14	22.6	2	3.2	37	59.7	62	100.0
Stock Clerk	9	14.5	42	67.7	2	3.2	9	14.5	62	100.0
Automotive Mechanic	9	14.5	34	54.8	0	.0	19	30.6	62	100.0
General Utility Maintenance Repairer	9	14.5	38	61.3	1	1.6	14	22.6	62	100.0
Hand Assembler	9	14.5	50	80.6	0	.0	3	4.8	62	100.0
Production Packager	9	14.5	45	72.6	1	1.6	7	11.3	62	100.0
Waiter or Waitress	9	14.5	6	9.7	0	.0	47	75.8	62	100.0
Fast Food Preparation and Service Worker	9	14.5	7	11.3	1	1.6	45	72.6	62	100.0
Nurse Aide or Orderly	9	14.5	14	22.6	0	.0	39	62.9	62	100.0
Guard or Doorkeeper	9	14.5	42	67.7	0	.0	11	17.7	62	100.0
Trades Helper	9	14.5	44	71.0	0	.0	9	14.5	62	100.0
Horticulturist	9	14.5	27	43.5	0	.0	26	41.9	62	100.0
Accountant	9	14.5	12	19.4	1	1.6	40	64.5	62	100.0
Junior Manager	9	14.5	22	35.5	2	3.2	29	46.8	62	100.0
Data Processor	9	14.5	19	30.6	2	3.2	32	51.6	62	100.0
Secretary	9	14.5	4	6.5	1	1.6	48	77.4	62	100.0
Child Care Worker	9	14.5	12	19.4	1	1.6	40	64.5	62	100.0
Tailor	9	14.5	6	9.7	0	.0	47	75.8	62	100.0
Barber	9	14.5	12	19.4	0	.0	41	66.1	62	100.0
Laboratory Assistant	9	14.5	19	30.6	3	4.8	31	50.0	62	100.0
Cosmetologist	9	14.5	6	9.7	0	.0	47	75.8	62	100.0
Dental Assistant	9	14.5	13	21.0	2	3.2	38	61.3	62	100.0
Medical Assistant	9	14.5	12	19.4	1	1.6	40	64.5	62	100.0
Medical Secretary	9	14.5	4	6.5	0	.0	49	79.0	62	100.0
Radiologic Technician	9	14.5	21	33.9	1	1.6	31	50.0	62	100.0
Respiratory Therapist	9	14.5	18	29.0	1	1.6	34	54.8	62	100.0
Surgical Technician	9	14.5	3	4.8	0	.0	50	80.6	62	100.0
Ward Secretary	9	14.5	4	6.5	0	.0	49	79.0	62	100.0
Air Conditioning/Heating/ Refrigeration Repairer	9	14.5	35	56.5	2	3.2	16	25.8	62	100.0

TABLE 42. (Cont.) NUMBER AND PERCENT OF FORMER MURRAY TAPPAN WORKER RESPONDENTS' TRAINING PROGRAM PREFERENCES, JANURAY, 1981

Training Program Preference	No Response		Like		Neutral		Don't Like		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Aircraft Mechanic	9	14.5	27	43.5	0	.0	26	41.9	62	100.0
Appliance Repairer	9	14.5	43	69.4	1	1.6	9	14.5	62	100.0
Auto Body Repairer	9	14.5	27	43.5	0	.0	26	41.9	62	100.0
Building Maintenance Worker	9	14.5	41	66.1	0	.0	12	19.4	62	100.0
Carpenter	9	14.5	41	66.1	0	.0	12	19.4	62	100.0
Chemical Technician	9	14.5	23	37.1	0	.0	30	48.4	62	100.0
Civil and Highway Technician	9	14.5	27	43.5	1	1.6	25	40.3	62	100.0
Commercial Artist	9	14.5	2	3.2	0	.0	51	82.3	62	100.0
Commercial Sewer	9	14.5	2	3.2	0	.0	51	82.3	62	100.0
Diesel Mechanic	9	14.5	28	45.2	2	3.2	23	37.1	62	100.0
Drafter	9	14.5	13	21.0	2	3.2	38	61.3	62	100.0
Dry Cleaner	9	14.5	12	19.4	1	1.6	40	64.5	62	100.0
Electrician	9	14.5	35	56.5	1	1.6	17	27.4	62	100.0
Fork Lift Mechanic	9	14.5	32	51.6	1	1.6	20	32.3	62	100.0
Graphic Arts Printer	9	14.5	12	19.4	1	1.6	40	64.5	62	100.0
Heavy Equipment Operator	9	14.5	36	58.1	1	1.6	16	25.8	62	100.0
Heavy Equipment Maintenance Repairer	9	14.5	31	50.0	2	3.2	20	32.3	62	100.0
Industrial Machine Maintenance Repairer	9	14.5	36	58.1	2	3.2	15	24.2	62	100.0
Instrumentation Engineer	9	14.5	16	25.8	2	3.2	35	56.5	62	100.0
Interior Designer	9	14.5	19	30.6	1	1.6	33	53.2	62	100.0
Machine Shop Operator	9	14.5	42	67.7	0	.0	11	17.7	62	100.0
Bricklayer	9	14.5	24	38.7	0	.0	29	46.8	62	100.0
Miner	9	14.5	6	9.7	0	.0	47	75.8	62	100.0
Mine Maintenance Worker	9	14.5	9	14.5	1	1.6	43	69.4	62	100.0
Office Machine Repairer	9	14.5	30	48.4	0	.0	23	37.1	62	100.0
Plumber	9	14.5	30	48.4	1	1.6	22	35.5	62	100.0
Radio and Television Repairer	9	14.5	25	40.3	0	.0	28	45.2	62	100.0
Service Station Attendant	9	14.5	25	40.3	0	.0	28	45.2	62	100.0
Sheet Metal Worker	9	14.5	31	50.0	1	1.6	21	33.9	62	100.0
Small Engine Repairer	9	14.5	34	54.8	1	1.6	18	29.0	62	100.0
Technical Drafter	9	14.5	8	12.9	4	6.5	41	66.1	62	100.0
Tool and Die Designer	9	14.5	25	40.3	1	1.6	27	43.5	62	100.0
Tool and Die Maker	9	14.5	30	48.4	1	1.6	22	35.5	62	100.0
Upholsterer	9	14.5	21	33.9	2	3.2	30	48.4	62	100.0
Welder	9	14.5	33	53.2	1	1.6	19	30.6	62	100.0

From Table 42 it can be determined that those jobs holding the most interest for this special segment were stockroom clerk, general utility repair, assembler, production packager, guard/doorkeeper, trades helper, appliance repair, building maintenance, carpenter, and machine shop operator. Several other programs attracted the interest of 50 percent or more of the respondents.

There were several programs of little interest to most of the respondents. Comparatively speaking, there was sharply limited interest in such jobs as technical draftsman, miner, mine maintenance, printer, dry cleaner, draftsman, commercial sewer, commercial artist, ward secretary, medical secretary, cosmetologist, tailor, secretary, fast food worker, and practical nurse.

The value of these data are immediately obvious to vocational education planners. Clear indication of potential student interest can be obtained scientifically in the manner described in this Model for Identifying, Profiling, Recruiting, and Serving the Disadvantaged in Kentucky.

Summary

Once the disadvantaged population has been identified statistically and numerically for a region or other geographic area, the next step is to begin an analysis of the various special segments of that population. That analysis can permit description of sub-groups in a manner to assist vocational educators in effectively recruiting and serving given components of the disadvantaged population. Examples of special segments are various groups of unemployed persons, those receiving welfare, school dropouts, those below the poverty level, those confined to prisons, etc. A major objective of this research project was:

> If names and addresses can be obtained, determine/develop through a random sample survey a characteristic profile of a special segment of the disadvantaged population on a pilot basis in one school district, such as "dropouts last five years," including all factors relevant to vocational education service, such as educational status, employment status, training interests, etc.
>
> If names and addresses cannot be obtained for a special segment of the disadvantaged population, this objective will be modified to provide for a survey of low income housing occupants or some other grouping of disadvantaged persons.

Obtaining the names and addresses of the members of the special segment to be surveyed is most helpful. This permits direct access for comprehensive or random sample surveys as well as permits direct contact for recruiting purposes.

For this study, the Tappan Company cooperatively provided the names and addresses of 762 unemployed former workers at their closed Murray, Kentucky, plant. These workers had been permanently laid off during the period April through September, 1980, and constituted almost one-half of the number of unemployed in Calloway County at the end of 1980.

Through a ten percent random sample survey, data were obtained for these former Murray Tappan workers on factors relevant to vocational education service. Illustrative findings of that survey will be presented here.

Almost 84 percent of the former Murray Tappan worker respondents were 30 years and older. Some 70 percent had lived all their lives in the area. Almost two-thirds were unwilling to move to secure employment or better employment.

This special segment was very positive about vocational education. Three-fourths felt vocational education would help them get a job or a better job. There were no significant differences in responses based on the sex of the respondents (approximately one-fourth were female and three-fourths male).

The human impact of this special segment's unemployment can be noted in the number of dependents respondents had; almost 73 percent had two or more dependents. With 72.6 percent still receiving unemployment compensation, it would have been ideal to provide vocational education to them immediately so they would have had some subsistance money during training.

The average number of years of school attended was 10.76. Approximately one-half (54.8 percent) had not graduated from high school and were at a considerable academic disadvantage as well as economic disadvantage from their unemployment. Thirty-eight percent of the respondents were interested in pursuing the G. E. D. Some 56 percent were interested in taking tests to learn more about themselves.

Approximately three-fourths (75.8 percent) indicated they watched television more often than they read a newspaper or listened to a radio. Vocational education program promotion should be done on television for this group.

These were stable employees. Some 58 percent had been employed by Tappan for more than 10 years. This group was interested in benchwork, machine trades, agricultural, structural, and processing type jobs. They were not interested in professional or clerical work. Tasks preferred two-thirds or more included working with things and objects, dealing with people, doing routine things, working with machines and equipment, and making things they were really proud of. They were not interested in job activities such as working with people for their own good, having people look up to them, communicating ideas to people, and being creative.

This group generally was physically able of handling reasonable physical activities and could tolerate almost any kind of working conditions. A vocational orientation portion of the questionnaire elicited their preference for "things" over "data" and "people."

The next section of the questionnaire explored the respondents' interests in, knowledge of, and availability for vocational education as a solution to their disadvantage (basically unemployment and academic disadvantage). Less than half (40.3 percent) knew where to go to find out about job training programs. Transportation to classes would not be a problem.

Over 82 percent would have been willing to attend vocational education classes.

Their training program perference indications would be very helpful to vocational education planners. The size of this special segment was 762 members. Of this number, 50 percent or more were interested in several programs. There was a total of 69 job training programs involved. It would be possible for vocational education planners to assess rather precisely the number of persons interested in any given program by projecting the sample response to the survey population.